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THE UNIVERSITY OF ALBERTA

COMPUTER-BASED SENTENCE COMPLETION INTERVIEW  
FOR PERSONALITY ASSESSMENT

by



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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled Computer-Based Sentence Completion Interview for Personality Assessment, submitted by Josefina R. Juanillo in partial fulfilment of the requirements for the degree of Master of Education.

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## ABSTRACT

This is a study investigating the feasibility of using a computer-based sentence completion interview for personality assessment.

The sample consisted of 30 undergraduate students taking either Educational Psychology 269 or 271 (Student Group), and 30 graduate students in the Counseling Practicum course (Counselor Group). All were students of the University of Alberta. A computer interview program was written for the IBM 1500 Instructional System. The subjects' responses to the computer-based sentence completion interview were analyzed and classified under three broad categories: self-evaluation, attitudes toward other people and stress resistance. Counselors' and students' reaction toward a computerized interview was appraised using a semantic differential of 25 scales.

The analysis and classification of the responses to the computer-based sentence completion interview showed that meaningful and relevant data can be obtained using a computerized interview. The separate factor analyses of the counselors' and students' responses to the semantic differential revealed that the factors involved in person-computer interaction are different for counselors and students. There was no significant difference between the counselors' and students' reaction toward a computer-based sentence completion interview. The general reaction was positive.



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## CHAPTER I

### INTRODUCTION

The use of the computer on purely nonquantitative tasks is realized as being feasible by educators and psychologists. Cattell (1965) cited a number of papers and symposia pointing out the advantages now available to the practicing psychologist once he succeeds in harnessing the computer to his own work.

One area which can benefit highly from the use of the computer is counseling. Initial counseling interviews are usually spent on obtaining and interpreting information about the client. Information regarding the client's needs, attitudes, emotional conflicts, aspirations, sentiments, and general adjustment difficulties often helps in achieving counseling goals. Various tools are available to obtain information: interviews, case histories, cumulative guidance records, and projective techniques.

One projective technique is the sentence completion method. Vernon (1963, p. 172) stated that the sentence completion method is a "fruitful source of material for clinical exploration in counseling interviews." One of the advantages of the sentence completion technique over the other tools was outlined by Rohde (1947, p. 1):

All experienced workers realize that the direct question of the interview, or other forms of direct questioning, such as inventories or questionnaires, have distinct limitations for personality investigation of the less obvious tendencies. Direct questioning tends to make the individual self-conscious; it puts him on the defensive, usually preventing him from disclosing his deeper self. Freedom of expression is eliminated; the question





in fact suggests the answers ... Diagnosis by projective techniques reveals underlying inhibited drives, emotions, sentiments, and complexes which the subject, or patient, is unwilling or unable to admit because he is unaware of them.

Another advantage of the sentence completion method is its relative simplicity of administration and interpretation. Veldman (1967, p. 154) discussed the merit of this technique by stating that "Sentence completion data present fewer problems than TAT stories in that the unit of analysis is the sentence (part of which is already determined) rather than the paragraph or story."

The paper-and-pencil sentence completion has been found to be a good source of information about the client. However, use of the computerized sentence completion interview to obtain information for personality assessment needs to be explored further.

## I. PURPOSE OF THE STUDY

The main aim of the study was to explore the feasibility of using the computer-based sentence completion interview to obtain information for personality assessment. The specific objectives were: (a) to appraise the reaction of students and counselors toward a computerized sentence completion interview, and (b) to evaluate the relevance and meaningfulness of the information obtained from the computer interview.

The study involved the programming of a computer-based sentence completion interview for the IBM 1500 Instructional System. The capability of the program was determined by the extent to which the computer recognized the subjects' responses.

## II. THE NEED FOR THE STUDY

Computer time is expensive; furthermore, designing, developing and implementing a working computer program is a complicated and time-consuming process. The question then arises: Is a computer-based



interview worth the investment in time and money? The justification of the use of the computer in counseling and its allied fields lies in the quality not in the quantity of the data obtained. The data must be meaningful and relevant to the counselling situation.

Computer-based interviews for personality assessment involve both the client and the counselor. Most often the client is the student. The value of the computer would depend on how a client reacts to a computerized "interview". Does a client view this method favorably? Does a client "open up" as much as when a human counselor is interviewing him? The amount of meaningful data that can be obtained depends on the extent to which a client reveals himself. On the other hand, how much confidence does a counselor place in the data obtained through this approach? Is this method acceptable to the counselor? These are some of the questions which would determine the acceptability and usefulness of the computer in a highly personalized interaction.

### III. DEFINITION OF TERMS

COURSEWRITER II. This is a computer language which is education-oriented. It is designed to facilitate the entry of instructional materials into the system.

IBM 1500 Instructional System. This is a system that permits man-machine interaction. This is used for computer-assisted instruction and counseling. It is composed of two major parts: the physical unit and a set of programming systems. An instructional station includes a typewriter, a display screen with an input keyboard, a magnetic unit that plays and records audio messages, and a projector that shows black and white and full colour film images (IBM 1500 COURSEWRITER Author's Guide, pp. 1-2).



Keyboard. A device similar to a typewriter, by which a subject may communicate with the computer.

Light pen. This is a special pen that is used to respond to a computer-generated stimulus. The light pen is used only when there is a lighted area on the display screen. The response is made by pointing the pen to the lighted area (IBM 1500 COURSEWRITER Author's Guide, p. 10).

Display screen. This is a TV-like screen on which messages from the computer and responses typed in by the subject are displayed (IBM 1500 COURSEWRITER Author's Guide, p. 2).

#### IV. GENERAL HYPOTHESES

The first and second hypotheses were tentative assumptions tested in this particular study. They were stated in the positive form. The third, fourth and fifth hypotheses were stated in the null form for convenience in the testing of each of the hypotheses and in the statement of the findings of the study. The following were the hypotheses:

1. The data obtained from the computer-based sentence completion interview are meaningful and relevant to the counseling situation.

2. There are attitude factors involved in person-computer interaction that can be interpreted in terms of Osgood's semantic differential.

3. There is no significant difference between the expected and observed responses of counselors, and any observed differences are merely chance variations to be expected in a random sample from the rectangular distribution where  $f_1 = f_2 = f_3$ .

4. There is no significant difference between the expected and observed responses of students, and any observed differences are merely chance variations to be expected in a random sample from the rectangular





distribution where  $f_1 = f_2 = f_3$ .

5. There is no significant difference in the reaction of the counselors and students toward the computer-based sentence completion interview.

## V. DELIMITATION OF THE STUDY

The study was limited to the analysis of the responses of the subjects to the computer-based interview and the appraisal of their reaction toward the interview. The problem of reliability was not included in this study for the following reasons: (a) It was necessary to prove first that a computer-based interview is feasible in counseling. This was determined by showing that the data obtained from the interview were relevant and meaningful to the counseling situation and by proving that the students' and counselors' reaction toward this type of interview was favourable and positive. Determining the reaction of the students and counselors was necessary because the practical use of the computer interview in counseling would depend on whether the client would allow himself to be interviewed by the computer and also whether the counselor would use the computer to interview his clients. (b) It should be established beforehand that the hardware is capable of conducting a computer-based interview. The capability and efficiency of the computer hardware would affect the reliability of the interview.

A review of related research is given in chapter two. Chapter three presents the procedures and research design. The sample, the computer program, the computer program development and the methods of data analysis are discussed in chapter three. The fourth chapter presents the results of the investigation. The conclusions are discussed in the last chapter.





person-machine communication, to obtain data for purposes of psychological assessment." The program consisted of 36 incomplete sentences requiring one-word responses. There was no particular theoretical structure on which was based the selection of sentence stem, hence, the responses can be interpreted at many different "levels."

The normative data for one-word responses were obtained by administering the paper-and-pencil sentence completion form to a sample of 2,321 college freshmen attending the University of Texas. The sample included 1,362 males and 959 females which was 43% of the entire freshman class during 1963 fall semester. The 83,556 one-word responses were reduced by eliminating those responses with frequencies less than 23 per stem (1% of the sample). The total remaining common responses was 616 and varied from 8 to 23 per stem among the 36 incomplete sentences.

A computer program was written in COURSEWRITER I. The program contains all the words given by more than 1% of the normative sample described earlier. A programmed follow-up question is associated with each one-word response. There are 36 independent units. Each unit begins by the computer typing an incomplete sentence. The computer waits for a one-word response to be typed by the subject on the blank space. The follow-up question associated with the one-word response will be given by the computer. This question can be answered with phrases or sentences. (This instruction is given to the subject initially.) If the first response is not among those stored in the program, the computer requests a synonym. A second unrecognized answer results in a second request for another word. The next stem is automatically presented when a third unrecognized response is given.

The first study was conducted in the Laboratory of Computer-Assisted



## CHAPTER II

### REVIEW OF RELATED RESEARCH

The possibility of using the computer in the non-quantitative aspects of psychology and education has been explored by various researchers. Studies show that man-machine interaction is feasible. The General Inquirer developed by Stone, Bales, Namenwirth and Ogilvie (1962) is a computer system for content analysis of narrative data using the sentence as the unit of information. This was carried out by tagging the text words with special words representing appropriate concepts contained in the General Inquirer dictionary. Weizenbaum (1966) developed ELIZA, a computer program which made possible natural conversation with the computer. Decomposition and transformation of input sentences were the main techniques used in this system. The computer scans the input sentence for a keyword; if a word is found the sentence is transformed according to the rule associated with the keyword. Starkweather (1965) developed COMPUTEST, a computer language which can conduct a therapeutically-oriented interaction. It is quite similar to COURSEWRITER, developed by IBM (1964), in approach and available mechanisms. The Systems Development Corporation through the research of Cogswell and Estavan (1965) developed a program which can interview students regarding their academic-vocational plans. A program developed by Veldman (1967) is the only one so far which allows immediate automatic interpretation and feedback of responses based on standard assessment procedure.

The main aim of Veldman's study (1967) was to explore the "feasibility of utilizing a computer, equipped with appropriate terminals for



Instruction of the University of Texas using the IBM 1401 computer. The subjects communicated with the computer through the IBM 1050 typewriter terminals. The sample consisted of 6 male and 6 female volunteers. They were all students of the University of Texas. A paper-and-pencil form of the One-Word Sentence Completion (OWSC) was filled out by each subject before interacting with the machine. The subjects entered the same responses on the computer terminals. The average time for a computer interview was 30 - 45 minutes. A clinical psychologist experienced in the use of the sentence completion technique was asked to examine the paper-and-pencil OWSC form and the corresponding computer printout and to evaluate the responses for their clinical values.

The study (Veldman, 1967) showed the following results:

1. Evaluations of the clinical psychologist.
  - a. The data elicited by the follow-up questions of the computer program were crucial to valid assessment for an average of 2.5 stems per protocol.
  - b. The clinical interpretation was substantially helped by the computer printout for an average of 13 stems per protocol.
2. An average of 19 out of 36 originally written responses and an average of 4.5 responses to requests for synonyms were recognized by the program.
3. Student reaction to the computer interview.
  - a. All the subjects found interaction with the computer interesting and agreeable as a whole.
  - b. Half of the subjects mentioned a dislike of having to respond to so many synonyms.
  - c. Two subjects reported nervousness in the use of the terminals.





- d. Four subjects indicated that it was easier for them to talk to the machine than to a human interviewer.

Veldman stated that the greatest potential of the computer in the field of personality assessment depended upon two features: (a) It offers a possibility of obtaining many benefits of an interview with a relatively standard stimulus. (b) The technique demands from the psychologist who formulates the program explicit operational definitions of the theory upon which the program is based.

The review of the research literature reveals the potential of the computer in the field of guidance and counseling.





## CHAPTER III

### PROCEDURES AND RESEARCH DESIGN

#### I. THE SAMPLE

The Student Group consisted of 30 undergraduate students at the University of Alberta taking either Educational Psychology 269 or 271. They were chosen at random (using Table of Random Numbers) from 451 students officially enrolled in these two courses. The Counselor Group consisted of 30 graduate students of the same university taking or have taken the Counseling Practicum course. All the subjects were asked to participate in the study. There was no attempt to choose the subjects at random because it was assumed that the population (Counseling Practicum students) was relatively homogeneous with regards to their training as guidance counselors.

#### II. COMPUTER PROGRAM DEVELOPMENT

A COURSEWRITER II computer program was written adapting Veldman's One-Word Sentence Completion computer form (Veldman, 1967) to the IBM 1500 Instructional System. This form was obtained from the author and permission was granted to the investigator to make revisions and modifications. In Veldman's study the stimuli (incomplete sentences) and responses from the subjects were typed. The IBM 1500 is provided with a display screen so that the stimuli are presented to the subject through the screen and the typed responses from the subjects also appear on this screen. No changes were made of the incomplete sentences, the answer



sets and the follow-up questions associated with each one-word response. An answer set contained all the possible responses a subject may give. Two major revisions were made: (a) The five questions aimed at getting the subjects' impression of the computer-based interview were deleted. (b) The programmed instructions requesting a synonym or another word when unrecognized responses were given were also deleted.

A trial-run study was conducted on January 30, 1969 to determine the efficiency of the programming and to find any possible limitations in programming. Twelve graduate students communicated with the computer. The subjects, who were questioned by the investigator after the interaction, agreed that being asked for a synonym or for another word was sometimes irritating and made the interaction boring and long. The change was made so that an unrecognized answer would not be followed by a request for a synonym but by a neutral question. A neutral question is not associated with any of the one-word responses and is content-free. The assumption was that the subject's first response is more indicative of what he really thinks or feels. If he is allowed to express himself through the follow-up neutral question the data can be more informative and revealing. A possibility of the subject's changing his response from the original one can not be discounted.

### III. THE COMPUTER PROGRAM

The complete revised computer program may be divided into three parts: (a) Introduction and Instructions, (b) Sentence Completion Interview, and (c) Semantic Differential.

#### Introduction and Instructions

The instructions tell the subject how to communicate with the computer. The interview starts with the screen displaying the following



lines:

HI. I'M JUNE, DR. COMPUTER'S SECRETARY. PLEASE MAKE YOURSELF COMFORTABLE. DR. COMPUTER WILL TALK TO YOU IN A MINUTE. IN THE MEANTIME I'D LIKE TO GIVE YOU THESE GUIDES:

1. USE ONE WORD ONLY ON THE BLANKS.
2. TYPE IN A SLASH (/) AFTER EVERY FINAL RESPONSE BEFORE PRESSING THE ALTN CODING KEY AND THE SPACE BAR AT THE SAME TIME.

PRESS BAR TO CONTINUE

The instruction PRESS BAR TO CONTINUE is necessary so that the lines currently displayed on the screen would be erased allowing the program to continue. Pressing the space bar would cause the following lines to appear:

3. IF YOU HAVE REACHED THE END OF THE LINE AND WANT TO CONTINUE JUST PRESS THE ALTN CODING KEY AND THE SPACE BAR AT THE SAME TIME.
4. BACKSPACING. PRESS THE BACKSPACE KEY WHILE PRESSING THE ALTN CODING KEY.

ASK THE OPERATOR IF YOU HAVE ANY PROBLEMS. OKAY?

PRESS BAR TO CONTINUE

The interview continues with:

HELLO. I AM PLEASED THAT YOU CAME. I AM GOING TO ASK YOU QUESTIONS AND I WOULD APPRECIATE IT IF YOU WILL ANSWER THEM AS BEST AS YOU CAN. PLEASE POINT TO THE CORRECT BOX USING THE LIGHT PEN.

☐ MALE

☐ FEMALE





## Sentence Completion Interview

The first incomplete sentence is then flashed on the display screen. The subject types in a one-word response. As soon as this is entered by pressing the ALTN CODING key and the space bar, the computer scans the answer set to make a match. If a match is made it is considered a recognized response and the follow-up question associated with this response is given. If a match is not made it is considered an unrecognized response which is followed by the neutral question incorporated in that particular answer set. The first incomplete sentence in the computer program will be used as an illustration:

I AM \_\_\_\_\_

(HAPPY)

WHY DO YOU FEEL SO HAPPY?

(TIRED, SLEEPY)

WHY DO YOU FEEL SO TIRED?

(INTELLIGENT, SMART)

WHAT MAKES YOU THINK SO?

(HERE, ME, MYSELF, HUMAN, ALIVE)

YES, BUT TELL ME SOMETHING ABOUT YOURSELF.

(CONFUSED, WORRIED)

WHAT IS BOTHERING YOU?

(YOUNG)

PLEASE EXPLAIN.

(STUDENT)

HOW DO YOU LIKE COLLEGE LIFE?

(TALL)

DO YOU FEEL SELF-CONSCIOUS ABOUT IT?

(AMBITIOUS)





WHAT IS YOUR PRIMARY GOAL?

(AVERAGE)

IN WHAT RESPECT ARE YOU UNUSUAL, THOUGH?

(SINGLE)

WOULD YOU RATHER BE MARRIED?

(SATISFIED)

WITH WHAT IN PARTICULAR ARE YOU SATISFIED?

(AGE GIVEN IN FIGURES)

WOULD YOU RATHER BE OLDER OR YOUNGER?

A response like "SNOOPY" or "LUCKY" will not make a match, hence, the neutral question in this particular answer set "HOW ABOUT TELLING ME MORE ABOUT IT?" is flashed on the screen.

The same pattern is followed in all the rest of the incomplete sentences. Each incomplete sentence unit, therefore, has: (a) an answer set, (b) a set of follow-up questions associated with each of the responses in the answer set, and (c) a follow-up neutral question for all unrecognized responses.

### Semantic Differential

A semantic differential was used to determine how the subject felt about communicating with a computer and how he felt while interacting with the machine. The semantic differential used in this study consisted of 25 scales with five scale values. The majority of the scales were taken from Osgood's Thesaurus Study (1957). Scales considered by the investigator as relevant to this particular study were also included. Table I shows the scales as they would appear on the screen. The five boxes between the bipolar terms correspond to the five scale values. The scales are scored 1 to 5. Five scale values were used for two reasons



(a) The screen space is wide enough to display the bipolar terms and the five boxes between them. (b) It was assumed that the five alternative choices would be adequate to show the direction and intensity of a subject's response.

The instructions given at the start of the semantic differential are as follows:

I WISH TO FIND OUT HOW YOU FEEL ABOUT 'TALKING' TO ME. BELOW YOU CAN SEE THAT EACH PAIR OF WORDS IS A SET OF OPPOSITES. YOU CAN THEREFORE TELL ME HOW YOU FEEL BY LOOKING AT THE TWO WORDS, THEN POINTING TO THE BOX BETWEEN THE TWO THAT CORRESPONDS TO YOUR FEELING. PLEASE WORK QUICKLY. IT IS BETTER TO GIVE YOUR FIRST FEELINGS RATHER THAN TO THINK HARD ABOUT EACH PAIR OF WORDS. FEEL FREE TO TELL HOW YOU REALLY FEEL. DO YOU HAVE YOUR LIGHT PEN READY? YOU MAY BEGIN NOW.

The first two bipolar terms, HEAVY-LIGHT and UNFAIR-FAIR, served as practice exercises and were not included in the analysis of the data. One advantage in the use of the computer in answering a semantic differential is that the subject can not go back and think about a previous response because the line is erased from the screen as soon as the light pen is used.

The whole computer interview is ended by displaying on the screen after the semantic differential these lines:

IT HAS BEEN A GREAT PLEASURE TALKING WITH YOU. BEFORE YOU GO WILL YOU GIVE ME THE INFORMATION ASKED FOR BELOW:

☐ UNDERGRADUATE

☐ GRADUATE

THANK YOU. GOODBYE.



TABLE I  
THE SEMANTIC DIFFERENTIAL

INTERESTING	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	BORING
HARD	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	EASY
BAD	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	GOOD
MEANINGLESS	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	MEANINGFUL
SIMPLE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	COMPLEX
UNPLEASANT	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	PLEASANT
FAST	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	SLOW
VALUABLE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	WORTHLESS
ORGANIZED	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	CONFUSING
SATISFYING	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	UNSATISFYING
NERVOUS	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	CALM
SHORT	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	LONG
TENSE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	RELAXED
IMPRACTICAL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	PRACTICAL
FREE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	CONSTRAINED
ADEQUATE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	INADEQUATE
ACTIVE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	PASSIVE
COOL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	WARM
MASCULINE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	FEMININE
INSENSITIVE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	SENSITIVE
PERSONAL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	IMPERSONAL
DEEP	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	SHALLOW
ETHICAL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	UNETHICAL
ORDINARY	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	UNUSUAL
ANXIOUS	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	NONANXIOUS





## V. METHODS OF DATA ANALYSIS

To test the assumption that the data obtained from the computer-based sentence completion interview are meaningful and relevant to the counseling situation, the students' responses were classified under these three broad categories: self-evaluation, attitudes toward other people, and stress resistance. Table II shows the incomplete sentences and the areas of projection. The broad categories were broken down into the following specific areas:

### A. Self-evaluation

Appearance	Positive	Negative
Competence	Positive	Negative
Health	Positive	Negative
Intellect	Positive	Negative
Physical State	Positive	Negative
Mental State	Positive	Negative
Emotional State	Positive	Negative
Perceived Self	Positive	Negative
Finances	Positive	Negative

### B. Attitudes Toward Other People

Father	Positive	Negative
Mother	Positive	Negative
Friends	Positive	Negative
Men	Positive	Negative
Women	Positive	Negative
People	Positive	Negative





C. Stress Resistance

Mental Control	Positive	Negative
Emotional Control	Positive	Negative
Future	Positive	Negative
Fantasy		
Sex		
Achievement		
Wealth		
Health		
Travel, Adventure		
Pleasure		
Fire, Murder		
Security		
People		
Personal Motives		
Peace of mind, Security		
Achievement		
Family		
Health		
Life, Love, Happiness		
Pleasure, Freedom		
Sex		
Wealth		
Social acceptance		
Religion		
Fears		
Objects (snakes, insects, etc.)		



Death, Illness, Pain, Accident

Self, Others

Fire

Darkness, Unknown

Failure

Anxieties

School, Failure

Family

Concern-self

Economics

Work

Health

Social relationships

Personal relationships

Objects

Future

War, Death

Satisfaction

Work

People

Unhappiness

Death, Pain, Loneliness

Objects

People

Lack of success

The second assumption which states that there are factors involved in person-computer interaction was tested by the separate factor analyses



of the responses of the students and counselors to the semantic differential.

To test the hypothesis of no significant difference between the expected and observed responses of counselors for each of the categories (negative, neutral and positive), the chi-square statistic was used. A chi-square value was computed for each of the 25 scales of the semantic differential.

The fourth hypothesis of no significant difference between the expected and observed responses of students for each of the three categories was tested using the same statistical analysis used to test the third hypothesis.

The Mann-Whitney U test as described by Siegel (1956) was used to test the hypothesis of no significant difference between the reaction of counselors and students toward the computer-based sentence completion interview.





TABLE II  
THE INCOMPLETE SENTENCES AND AREAS OF PROJECTION

1.	I am _____	Self-evaluation
2.	I see _____ when I look ahead.	Stress Resistance
3.	My work has been _____	Stress Resistance
4.	Other people think that I am _____	Self-evaluation
5.	Men often _____ women.	Attitudes toward Other People
6.	I don't like to think about _____	Stress Resistance
7.	My best quality is my _____	Self-evaluation
8.	Darkness is _____	Stress Resistance
9.	_____ leads to success.	Stress Resistance
10.	The average person is _____	Attitudes Toward Other People
11.	Secretly, I often dream about _____	Stress Resistance
12.	Most women are _____	Attitudes toward Other People
13.	I am afraid of _____	Stress Resistance
14.	My body is _____	Self-evaluation
15.	The most important thing in life is _____	Stress Resistance
16.	I am not _____	Self-evaluation
17.	Women often _____ men.	Attitudes toward Other People
18.	Ten years from now I will be _____	Stress Resistance



## THE INCOMPLETE SENTENCES AND AREAS OF PROJECTION

## PART II - TABLE II

19.	My worst quality is my _____	Self-evaluation
20.	I have _____ friends	Attitudes toward Other People
21.	When an animal is wild it is _____	Stress Resistance
22.	I am _____ about who I am and where I am going.	Self-evaluation
23.	Other people don't know that I am _____	Self-evaluation
24.	Most men are _____	Attitudes toward Other People
25.	What I want most is _____	Stress Resistance
26.	My father is _____	Attitude toward Other People
27.	My emotions are _____	Self-evaluation
28.	My mother is _____	Attitudes toward Other People
29.	My mind is _____	Self-evaluation
30.	_____ makes me feel sad.	Stress Resistance
31.	I _____ when I let go.	Stress Resistance
32.	Other people make me _____	Stress Resistance
33.	I _____ when put under pressure.	Stress Resistance
34.	Real-life stories have _____ endings.	Stress Resistance



## CHAPTER IV

### RESULTS OF THE INVESTIGATION

#### I. SENTENCE COMPLETION INTERVIEW

The average number of responses recognized by the computer was 17 for the Student Group and 14.7 for the Counselor Group. The majority of the subjects in the Counselor Group used sophisticated words and insisted on giving more than one word to complete the sentences. The students, furthermore, had a lower average of misspelled words (1.4) than the counselors (2). Since only one-word responses and correctly spelled answers were recognized by the computer, the average of recognized responses of the Counselor Group was lowered.

The responses given by the students were classified according to the categories and specific areas outlined on pages 21 to 24. Only students' responses were analyzed since in a counseling situation the student is most likely the client. Responses to incomplete sentences 10 and 29 were excluded in the analysis. A mistake in programming was made in number 10 while number 29 was a mere duplication of the ninth sentence in the original computer program. Tables III to V show how the students responded to the sentence completion interview.

#### Self-evaluation

In general, the responses were positive. More students talked about their appearance than about their competence, or health or intellect. Eighty-seven percent expressed that they were physically fit although only





a little over 50% expressed emotional and mental well-being. It is shown below how the entries for Emotional State and Mental State can be broken down:

Emotional - positive; Mental - positive ...	33%
Emotional - negative; Mental - negative ...	27%
Emotional - positive; Mental - negative ...	20%
Emotional - negative; Mental - positive ...	20%
Total ...	100%

The greater number of students regarded themselves positively in emotional and mental areas.

About 63% answered positively to the specific area Perceived Self. The term is used to indicate what the subject thinks other people think of him. The physical appearance was not referred to where Perceived Self was concerned. The subjects talked about their disposition, intelligence and competence. Only two subjects indicated dissatisfaction with their financial condition.

#### Attitudes Toward Other People

The areas were limited to Father, Mother, Men, Women, Friends and People. One incomplete sentence was devoted to each of the specific areas of Father, Mother, Friends and People. The topics of Men and Women had two sentences each.

More students talked positively about their fathers than about their mothers, i.e., 80% of the students answered positively about their fathers while only 63% did the same to their mothers. The students who described their fathers negatively used the following words: nonexistent, drifter, unthinking, stubborn, retiring, dominated, and moody. The negative words used by some students to describe their mothers were: structured,





domineering, businesswoman (hence, "no time to be a mother and housewife"), impulsive, unhappy, spinny, intolerable, worrisom, and apprehensive. The subject who called her father a "drifter" described her mother as "strong." The adjective "domineering" was used by two subjects. Two students showed ambivalent feelings toward their mothers. One subject described the mother as "Spinny. She never knows where she is going, but she is about the most generous person that I know." The other subject described his mother as "Basically good. Her motives are good but at times (too often her approach is intolerable)." This same subject described the father as "moody."

The attitude of the students toward people outside the family was generally positive. In spite of the fact that there were more female than male subjects in the Student Group there were more positive responses to Men than Women. One female subject stated that women are generally more nice toward men than fellow women.

### Stress Resistance

All the subjects, except two, were looking forward to the future. One was uncertain as to what would happen to him ten years from now while the other stated that he would be dead ten years from now. Sex was the object of fantasy of one-third of the subjects. But in the area of Personal Motives only two subjects gave sex as the object of personal endeavor. Two-thirds of the group gave achievement as their primary motive while a little more than one-half specified life, love and happiness. Death, illness, pain and accidents were the primary sources of fear for most of the students. This particular information becomes more meaningful when the students' attitude toward the future and their personal motives were considered.



TABLE III  
SELF-EVALUATION

Specific Areas	Number of Students		
	Positive	Negative	Total
Appearance	7	1	8
Competence	6	1	7
Health	3	0	3
Intellect	4	3	7
Physical State	26	4	30
Mental State	16	14	30
Emotional State	16	14	30
Perceived Self	19	11	30
Finances	0	2	2



TABLE IV  
ATTITUDES TOWARD OTHER PEOPLE

Specific Areas	Number of Students		
	Positive	Negative	Total
Father	24	6	30
Mother	19	11	30
Men	25	5	30
Women	23	7	30
Friends	26	4	30
People	21	9	30





TABLE V  
STRESS RESISTANCE

## PART I

Specific Areas	Number of Students		
	Positive	Negative	Total
Mental Control	21	9	30
Emotional Control	14	16	30
Attitude toward the Future	28	2	30
Fantasy			
Sex . . . . .			10
Achievement . . . . .			6
Wealth . . . . .			2
Health . . . . .			0
Travel, Adventure . . . . .			4
Pleasure . . . . .			2
Fire, Murder . . . . .			2
Security . . . . .			3
People . . . . .			2
Personal Motives			
Peace of mind, Security . . . . .			8
Achievement . . . . .			20
Family . . . . .			5
Health . . . . .			2
Life, Love, Happiness . . . . .			17
Pleasure, Freedom . . . . .			6
Sex . . . . .			2



## STRESS RESISTANCE

PART II - TABLE V

Specific Areas	Numbers of Students
Personal Motives (continued)	
Wealth . . . . .	6
Social acceptance . . . . .	6
Religion . . . . .	2
Fears	
Objects (snakes, insects, etc.) . . . . .	7
Death, Illness, Pain, Accident . . . . .	14
Darkness, Unknown . . . . .	4
Self, Others . . . . .	2
Fire . . . . .	1
Failure . . . . .	5
Anxieties	
School, Failure . . . . .	8
Family . . . . .	0
Concern-self . . . . .	2
Economics . . . . .	3
Work . . . . .	16
Health . . . . .	1
Social relationship . . . . .	1
Personal relationships . . . . .	0
Objects . . . . .	3
Future . . . . .	2
War, Death . . . . .	7



## STRESS RESISTANCE

PART III - TABLE V

Specific Areas	Numbers of Students
Unhappiness	
Death, Pain, Loneliness . . . . .	16
Objects . . . . .	3
People . . . . .	7
Lack of success . . . . .	2
Satisfaction	
Work . . . . .	13
People . . . . .	2



There were as many subjects who were anxious about their schoolwork as were satisfied with it. About one-half gave the cause of their unhappiness as either death or pain or loneliness. Table V shows, also, that the entry for negative Emotional Control is larger than the positive but the reverse is true for Mental Control.

#### Illustrative Computer Interview Printouts

Examination of Illustration 1a and Illustration 1b would show more clearly the kind of information that can be obtained through the computer-based sentence completion interview. Each printout illustrated the extent to which the subject revealed himself by interacting with the computer.

Illustration 1a is the result of the computer interview of a female subject who was signed on as SPO. Only 14 of her responses were recognized by the computer. But the printout showed that the neutral follow-up questions enabled the subject to talk more about herself. She considered herself happy (Sen. No. 1) but talked of being confused and uncertain (Sen. Nos. 16, 19, 21, 22 and 23). This state of confusion and uncertainty may stem from a conflict caused by religion (Sen. Nos. 4, 6, 11, 15, 20 and 30). She seemed not to have been able to reconcile her religious upbringing with her life at the university (which could be the first time she has been living away from her parents). This could be the most meaningful information that can be obtained from this interview. In addition, although she called herself happy the need for happiness showed strongly in Sen. Nos. 9, 25, 32, and 34. She gave loneliness as her reason for fear (Sen. No. 13). Her self-regard was low (Sen. No. 14) and so was her regard for her father (Sen. No. 26). But her outlook on the future was very positive, talking about the planned travel after graduation and getting married ten years from now (Sen. Nos. 2 and 18).





Illustration 1b belonged to another female subject signed on as SX5. Fifteen out of 34 responses were recognized by the computer. Perhaps the most relevant information gathered from this interview was the subject's reference to her mother's hate for her (Sen. Nos. 2 and 11). This could explain the neutral comment she gave about her mother - referring to her mother as "great" simply because she is related to her (Sen. No. 29). She was anxious about her schoolwork, the possibility of failure but she was aware of the reason why (Sen. Nos. 1, 3, 4, and 6).

This subject was not as open and as verbal as the subject signed on as SPO. She tried to hedge some of the follow-up questions (Sen. Nos. 1, 4, 14, 32, and 34). At other times she resorted to flippancy (Sen. Nos. 4, 7, 9, 12, 23, 25, and 32). Nevertheless the interview gave some information about the subject. Her comments indicated to a certain extent that she considered herself talking to a person not to a machine as shown in the responses to Sen. Nos. 11, 12, 17, 23, and 24.

The individual results of the computer interview showed that the computer-based sentence completion technique can make a subject talk about himself. Tables III, IV and V show that meaningful and varied information can be obtained using the computerized sentence completion interview.



## ILLUSTRATION 1a

## COMPUTER INTERVIEW PRINTOUT - I

THIS IS AN ANALYSIS FOR SPO

1. I AM HAPPY

WHY DO YOU FEEL SO HAPPY?

BECAUSE I MET A WONDERFUL GUY.

2. I SEE TRAVEL WHEN I LOOK AHEAD.

WHY DO YOU SAY THIS?

BECAUSE I INTEND TO TEACH IN SWEDEN WHEN I RECEIVE MY DEGREE.

3. MY WORK HAS BEEN HAPHAZARD

CAN YOU EXPLAIN FURTHER?

MANY COURSES HAVE HELD LITTLE CHALLENGE FOR ME, THEREFORE I HAVE NOT PUT AS MUCH EFFORT INTO THEM AS I SHOULD.

4. OTHER PEOPLE THINK THAT I AM DIFFERENT

PLEASE EXPLAIN FURTHER.

I COME FROM A VERY RELIGIOUS FAMILY AND ALTHOUGH I LIKE TO DANCE AND HAVE A DRINK OCCASIONALLY, I DO FEEL GUILTY. FOR THIS REASON, PEOPLE SOMETIMES THINK THAT I AM MIXED-UP WHICH I AM.

5. MEN OFTEN USE WOMEN.

HAVE YOU EVER BEEN TREATED THIS WAY?

YES.

6. I DON'T LIKE TO THINK ABOUT RELIGION

I'D LIKE TO KNOW MORE ABOUT THIS.

MY FEELINGS ARE USUALLY SO CONFUSED ON THIS SUBJECT THAT I DON'T KNOW WHICH WAY TO TURN. FOR INSTANCE, ACCORDING TO THE SET OF VALUES THAT HAVE BEEN INCULCATED IN ME FROM MY BABY YEARS, I MUST NOT DRINK, MUST NOT GO TO DANCES, MUST NOT DATE NON-RELIGIOUS BOYS. YET I FIND MYSELF DOING ALL THESE THINGS AND LIKING IT - YET FEELING GUILTY.



## COMPUTER INTERVIEW PRINTOUT - I

## PART II - ILLUSTRATION 1a

7. MY BEST QUALITY IS MY PERSONALITY

THAT COVERS A LOT OF THINGS, PLEASE EXPLAIN.

WHEN SOMEONE IS FEELING MOODY OR DEPRESSED, I CAN USUALLY CHEER THEM UP.

I ENJOY CLOWNING AROUND AT TIMES SIMPLY TO PUT THINGS BACK IN FOCUS.

8. DARKNESS IS COMFORTING

WHY DO YOU SAY THIS?

IF YOU ARE FEELING DOWN IN THE DUMPS, THERE IS NOTHING MORE FRUSTRATING THAN BRIGHT LIGHTS AND NOISY PEOPLE. WHEN I GET INTO A MOOD LIKE THIS, I PREFER QUIET, DIM PLACES.

9. HAPPINESS LEADS TO SUCCESS.

DO YOU MEAN THAT HAPPINESS IS SUCCESS?

YES. TAKE A CASE STUDY FOR EXAMPLE. MY BROTHER-IN-LAW IS A C.A., HOLDS A VERY GOOD POSITION, YET MAKES HIMSELF AND HIS FAMILY MISERABLE. ALL BECAUSE HE IS SO AMBITIOUS. I DON'T MEAN TO IMPLY THAT ALL SUCCESSFUL (JOBWISE) PEOPLE ARE UNHAPPY, BUT I AM SAYING SUCCESS IS NOT A CRITERION FOR SUCCESS.

10. THE AVERAGE PERSON IS COMPLICATED

HOW WOULD YOU EXPLAIN THIS?

NONE REALLY IS AVERAGE. EVERYONE IS UNIQUE, IN THAT HE IS NOT ALL HAPPY OR ALL SAD, BUT DIFFERENT ASPECTS OF LIFE MAKE HIM FEEL THIS WAY.

11. SECRETLY, I OFTEN DREAM ABOUT DISCOVERY

I'D LIKE TO MORE ABOUT THIS.

BY DISCOVERY I MEAN SOMEONE ELSE'S DISCOVERY - MY MOTHER IN PARTICULAR - OF THE DOUBLE LIFE I LEAD. I AM NOT AN IMMORAL PERSON BY MOST PEOPLE'S STANDARDS, BUT ACCORDING TO HER, ANYTHING WHICH TAKES YOU AWAY FROM OUR CHURCH'S STANDARDS IS WRONG. TO ME, DRINKING AND DANCING IS NOT WRONG,







## COMPUTER INTERVIEW PRINTOUT - I

## PART III - ILLUSTRATION 1a

BUT TO HER IT IS. I LOVE HER AND WOULD NOT WANT TO DISILLUSION HER WHICH IS WHY MY ACTIVITIES, THOUGH THEY ARE QUITE INNOCENT, CAUSE GUILT FEELINGS.

12. MOST WOMEN ARE FOLLOWERS

WHY DO YOU SAY THIS?

WHAT WE DO DEPEND TO A VERY GREAT EXTENT ON HOW IT WILL EFFECT THE MALE IN OUR LIVES.

13. I AM AFRAID OF LONELINESS

WHAT DO YOU DO TO AVOID THIS FEELING?

TRY TO NEVER GET INTO A SITUATION WHERE I HAVE TO BE COMPLETELY ALONE - AND IF I DO I KEEP OCCUPIED OR GO TO SLEEP.

14. MY BODY IS AVERAGE

IN WHAT WAY IS IT MOST UNUSUAL?

I DON'T REALLY THINK IT IS UNUSUAL. I AM SHORTER THAN AVERAGE, SLIGHTLY LESS THAN AVERAGE WEIGHT, HAVE BLONDE HAIR, GREEN EYES, ETC. VERY ORDINARY.

15. THE MOST IMPORTANT THING IN LIFE IS RELIGION

WHAT DO YOU MEAN?

EVERYTHING I DO IS MEASURED, IN A WAY BY RELIGION. HOW I TALK, HOW I THINK, HOW I FEEL ABOUT THE FUTURE.

16. I AM NOT CLEAR-SIGHTED.

HOW WOULD YOU EXPLAIN THIS?

MY FUTURE LIFE IS NOT ALL MAPPED OUT IN FRONT OF ME. I DON'T REALLY KNOW WHAT I WANT TO BE, WHERE I WANT TO BE, AND WHY I WANT TO BE. THE ONLY THING I AM SURE OF IS WHO I WANT TO BE WITH.

17. WOMEN OFTEN PUZZLE MEN.

I'D LIKE TO KNOW MORE ABOUT THIS.



## COMPUTER INTERVIEW PRINTOUT - I

## PART IV - ILLUSTRATION 1a

THEY JUST CAN'T UNDERSTAND WHY THEY WOULD ATTACH SO MUCH IMPORTANCE TO A SMALL INCIDENT, FOR EXAMPLE, WHEN IT DIDN'T SEEM TO BE OF MUCH CONSEQUENCE. FOR EXAMPLE, A VALENTINE'S CARD.

18. TEN YEARS FROM NOW I WILL BE MARRIED

HOW DO YOU FEEL ABOUT THIS PROSPECT?

I WOULDN'T HAVE IT ANY OTHER WAY. A CAREER IS FINE, BUT MARRIAGE IS SOMETHING THAT WOULD BE NECESSARY TO ME FOR COMPLETE FULFILLMENT.

19. MY WORST QUALITY IS MY SHYNESS

WHAT SITUATIONS BOTHER YOU THE MOST?

WHEN I AM AMONG A CROWD OF PEOPLE WITH WHOM I DO NOT HAVE A GREAT DEAL IN COMMON, YET I AM EXPECTED TO BE SOCIABLE.

20. I HAVE VARIED FRIENDS.

CAN YOU EXPLAIN FURTHER?

MANY OF THEM ARE AT COMPLETELY OPPOSITE POLES. SOME ARE VERY RELIGIOUS, SOME ARE NOT SO RELIGIOUS, AND SOME ARE COMPLETELY ANTI-RELIGIOUS.

21. WHEN AN ANIMAL IS WILD, IT IS DANGEROUS

DO YOU TEND TO AVOID INTENSELY EMOTIONAL SITUATIONS?

YES. I PUT OFF FACING UP TO AN ISSUE, FUN-LOVING, SLIGHTLY SHY, DEPENDENT ON OTHERS FOR REASSURANCE, UNCERTAIN AND CONFUSED AT TIMES.

22. I AM UNCERTAIN ABOUT WHO I AM AND WHERE I AM GOING.

WHAT ARE YOU MOST DOUBTFUL ABOUT?

I AM NOT SURE AS TO WHICH KIND OF LIFE IS FOR ME. WILL I EVER REALLY KNOW FOR MYSELF THAT THE PENTECOSTAL RELIGION IS FOR ME? WILL I EVER HAVE THE PERSONAL SATISFACTION THAT MANY OTHER PEOPLE OF OUR CHURCH HAVE?

23. OTHER PEOPLE DON'T KNOW THAT I AM QUESTIONING

I'D LIKE TO KNOW MORE ABOUT THIS.



## COMPUTER INTERVIEW PRINTOUT - I

## PART VI - ILLUSTRATION 1a

SORRY. I REALIZE WHEN I THINK ABOUT IT THAT THIS ISN'T SO. THE ONLY ONE THAT I WONDER ABOUT ARE MY PARENTS. AND I THINK THEY THEY REALIZE THIS AS WELL.

24. MOST MEN ARE DEPENDABLE

HOW ABOUT TELLING ME MORE ABOUT IT.

WHEN SOMETHING COMES UP THAT YOU ARE UNCERTAIN OF, IT IS USUALLY A MAN THAT YOU WILL TURN TO, OR AT LEAST THIS IS MY RESPONSE.

25. WHAT I WANT MOST IS HAPPINESS

WHY DO YOU SAY THIS?

HAPPINESS IS LIFE, IF YOU'D LIKE A CLICHE. IF YOU AREN'T HAPPY WITH LIFE YOU AREN'T REALLY LIVING.

26. MY FATHER IS A DRIFTER

CAN YOU EXPLAIN FURTHER?

HE NEVER REALLY KNOWS WHAT HE WANTS OR WHY HE WANTS IT. HE HAS A LARGE FARM, BUT BECAUSE HE IS RESTLESS HE HAS TO TRY SOMETHING NEW. FOR INSTANCE, WE TRAVELLED AROUND FOR SEVEN YEARS WHILE HE WAS WORKING FOR A GAS COMPANY. THEN HE WORKED FOR A SERVICE STATION AS ASSISTANT MANAGER, AND NOW HE IS WORKING FOR THE GOVERNMENT. BUT HE DOES MAKE LIFE INTERESTING.

27. MY EMOTIONS ARE INTENSE

WHAT DO YOU MEAN?

WHEN I FEEL SOMETHING, FOR INSTANCE, WHEN I LOVE SOMEONE IT AFFECTS EVERY OTHER ASPECT OF MY LIFE AS WELL.

28. MY MIND IS COMPLEX

I'D LIKE TO KNOW MORE ABOUT THIS.

IT FEELS AND THINKS ABOUT SO MANY THINGS AT THE SAME TIME.

29. MY MOTHER IS STRONG





## COMPUTER INTERVIEW PRINTOUT - I

## PART VII - ILLUSTRATION 1a

HOW ABOUT TELLING ME MORE ABOUT IT?

SHE HAS VERY STRONG CONVICTIONS AND NOTHING CAN SHAKE HER FAITH IN THEM.

30. CONFLICT MAKES ME FEEL SAD.

WHY DO YOU SAY THIS?

WHEN I AM TORN BETWEEN TWO PERSONS OR IDEAS THAT ARE BOTH IMPORTANT TO ME, I BECOME CONFUSED AND UNEASY.

31. I HURT WHEN I LET GO.

CAN YOU EXPLAIN FURTHER?

LETTING GO OF SOMEONE OR SOMETHING THAT HAS MEANT A GREAT DEAL TO YOU IS ALWAYS A PAINFUL EXPERIENCE. THIS IS ESPECIALLY TRUE OF SOMEONE WITH WHOM YOUR EMOTIONS HAVE BECOME DEEPLY INVOLVED.

32. OTHER PEOPLE MAKE ME HAPPY

WHAT DO YOU MEAN?

WHEN I AM AROUND OTHER PEOPLE WITH WHOM I AM COMPATIBLE, I FEEL FREE AND RELAXED.

33. I CLAM-UP WHEN PUT UNDER PRESSURE.

HOW WOULD YOU EXPLAIN THIS?

INSTEAD OF STARTING TO CRY OR THROWING A TANTRUM WHEN I AM NEEDLED, I JUST TRY TO IGNORE THE WHOLE ISSUE.

34. REAL-LIFE STORIES HAVE HAPPY-SAD ENDINGS.

I'D LIKE TO KNOW MORE ABOUT THIS.

THERE IS USUALLY SOMETHING GOOD TO BE SAID FOR THE WAY SOMETHING TURNED OUT, BUT NEITHER IS IT ALL PEACHES 'N CREAM AS DEPICTED IN FAIRY TALES.





## ILLUSTRATION 1b

## COMPUTER INTERVIEW PRINTOUT - II

THIS IS AN ANALYSIS FOR SX5

1. I AM CONFUSED

WHAT IS BOTHERING YOU?

WHAT GOOD WOULD IT DO?

2. I SEE DARKNESS WHEN I LOOK AHEAD.

WHY DO YOU SAY THIS?

MY MOTHER HATES ME.

3. MY WORK HAS BEEN SO SO

CAN YOU EXPLAIN FURTHER?

LACK OF INTEREST.

4. OTHER PEOPLE THINK THAT I AM SHOULD DO BETTER

WHAT DO YOU MEAN?

ASK THEM.

5. MEN OFTEN ADMIRE WOMEN.

WHAT DO THEY ADMIRE MOST?

THEY CAN NOT HELP THEMSELVES.

6. I DON'T LIKE TO THINK ABOUT FAILING

WHY DOES THIS WORRY YOU?

BECAUSE I DO NOT WORK VERY HARD.

7. MY BEST QUALITY IS MY HONESTY

DOES THIS SOMETIMES MAKE THINGS SOCIALLY AWKWARD FOR YOU?

WHO ME ---

8. DARKNESS IS HAPPINESS

PLEASE EXPLAIN.

CAN'T SEE ALL THE DIRTY LONG-HAIRED UNIVERSITY STUDENTS.



## COMPUTER INTERVIEW PRINTOUT - II

## PART II - ILLUSTRATION 1b

9. MONEY LEADS TO SUCCESS.

DO YOU MEAN THAT SUCCESS IS HAVING MONEY?

SURELY YOU KNOW THAT WITHOUT FURTHER EXPLANATION.

10. THE AVERAGE PERSON IS HUMAN

HOW WOULD YOU EXPLAIN THIS?

CAN'T DO ANYTHING RIGHT.

11. SECRETLY, I OFTEN DREAM ABOUT MURDER

I'D LIKE TO KNOW MORE ABOUT THIS.

I THOUGHT YOU WOULD. LIKE I TOLD YOU BEFORE, WHEN MYSELF WAS YOUNG,  
MY MOTHER HATED ME.

12. MOST WOMEN ARE SWEET

HOW ABOUT TELLING ME MORE ABOUT THIS.

LOOK AROUND FOR YOURSELF.

13. I AM AFRAID OF DEATH

HAVE YOU EVER BEEN CLOSE TO IT?

EVERY TIME I HAVE AN EXAM.

14. MY BODY IS MY OWN

CAN YOU EXPLAIN FURTHER?

DO I HAVE TO?

15. THE MOST IMPORTANT THING IN LIFE IS JACQUES

WHAT DO YOU MEAN?

HE'S THE MOST IMPORTANT THING IN MY LIFE.

16. I AM NOT HAPPY

HOW WOULD YOU EXPLAIN THIS?

I CAN'T TYPE.



## COMPUTER INTERVIEW PRINTOUT - II

## PART III - ILLUSTRATION 1b

17. WOMEN OFTEN PITY MEN.

I'D LIKE TO KNOW MORE ABOUT THIS.

YOU MUST BE A MAN. IT'S JUST THAT THEY'RE SO IGNORANT.

THEY AREN'T AWARE OF IT EITHER.

18. TEN YEARS FROM NOW I WILL BE MARRIED

HOW DO YOU FEEL ABOUT THIS PROSPECT?

RARING TO GO --- AND HOW.

19. MY WORST QUALITY IS MY SELFISHNESS

PLEASE GIVE ME AN EXAMPLE.

I ALWAYS TAKE THE BIGGEST PIECE OF PIE.

20. I HAVE SOME FRIENDS.

ARE THEY CLOSE OR CASUAL?

SOME CLOSE, SOME CASUAL.

21. WHEN AN ANIMAL IS WILD, IT IS WILD

BY DEFINITION. PLEASE USE ANOTHER WORD.

UNTAMED.

ARE YOU MORE EMOTIONALLY STABLE THAN MOST PEOPLE.

DEFINITELY.

22. I AM SURE ABOUT WHO I AM AND WHERE I AM GOING.

WHAT ARE YOU MOST CERTAIN OF?

WHAT I WANT --- OR SHOULD I SAY, WHO I WANT.

23. OTHER PEOPLE DON'T KNOW THAT I AM TOPS

I'D LIKE TO KNOW MORE ABOUT THIS.

NOW YOU KNOW --- TELL THE REST OF THE WORLD.





## COMPUTER INTERVIEW PRINTOUT - II

## PART IV - ILLUSTRATION 1b

24. MOST MEN ARE IGNORANT

HOW ABOUT TELLING ME MORE ABOUT THIS.

I DID THE LAST TIME YOU ASKED ME.

25. WHAT I WANT MOST IS HMMMMMM

HOW WOULD YOU EXPLAIN THIS? JMMMMMMMM.

26. MY FATHER IS GREAT

WHAT DO YOU LIKE MOST ABOUT HIM? HE IS RELATED TO ME.

27. MY EMOTIONS ARE WARM

WHAT DO YOU MEAN? I HAVE WARM EMOTIONS.

28. MY MIND IS TIRED

WHAT SEEMS TO BE THE REASON? I'M GETTING OLDER EVERY DAY.

29. MY MOTHER IS GREAT

WHAT DO YOU LIKE MOST ABOUT HER? SHE'S RELATED TO ME.

30. A BABY MAKES ME FEEL SAD.

WHY DO YOU SAY THIS?

I DON'T HAVE ONE AND I'LL PROBABLY NEVER BE ABLE TO HAVE ONE.

31. I CRY WHEN I LET GO.

CAN YOU EXPLAIN FURTHER? IT'S UNEXPLAINABLE.

32. OTHER PEOPLE MAKE ME SMILE

WHAT DO YOU MEAN? YOU ASK THE DUMBEST QUESTIONS.

33. I WORK WHEN PUT UNDER PRESSURE.

DO YOU HAVE TO BE UNDER PRESSURE TO ACHIEVE?

NO, I JUST TO BE INTERESTED.

34. REAL-LIFE STORIES HAVE MISERABLE ENDINGS.

I'D LIKE TO KNOW MORE ABOUT THIS. DON'T ASK --- YOU'D BE DISAPPOINTED.



### III. SEMANTIC DIFFERENTIAL

The studies completed by Osgood (1957) using the semantic differential made use of the combination of scales, concepts and subjects generating a scales x concepts x subjects cube of data. These studies suggested that there are three major factors: Evaluation, Potency and Activity. But some investigators have found that the scales loading on these factors when summed up across a number of concepts could not be appropriately used for estimation of these factors when using specific concepts. Osgood (1957) pointed out that a great deal of concept-scale interaction may take place when responses to a semantic differential for a specific concept are factor analyzed. The study done by Ohnmacht (1966) on the concept Televised-Instruction supported this hypothesis. Ohnmacht found seven factors and there was a great deal of overlapping of scales which were originally classified as estimators of either Evaluation, Potency or Activity by Osgood (1957). The same phenomenon showed up in the study of Husek and Wittrock (1962) on the concept School Teachers. They found that the scales used as markers for Potency and Activity factors aligned themselves with other evaluative scales. Osgood (1957, p. 74) suggested a hypothesis that "the greater the emotional or attitudinal loading of the set of concepts being judged, the greater the tendency of the semantic framework to collapse into a single, combined dimension."

This particular study involved only one concept - computer-based sentence completion interview. Separate factor analyses were done on the results of the semantic differential of the Counsellor Group and



Student Group. The means and standard deviations for each scales were obtained for both groups. The responses on the scales were intercorrelated resulting in a 25 x 25 matrix of intercorrelations. Eight factors had eigenvalues greater than unity. Six factors were selected for rotation and were orthogonally rotated using the varimax technique. In the examination of the six factors only the scales with a loading of .30 or above were included.

#### Counsellor Group

Table V shows the factor matrix after the varimax rotation. The first factor was clearly a general evaluative factor which accounted for three times as much variance as any other factor. The loading on the scales labeled valuable-worthless (.85), meaningful-meaningless (-.86), bad-good (-.89) and pleasant-unpleasant (-.80) indicated very clearly the evaluative nature of this factor. These four scales are estimators of Osgood's Evaluative factor (1957). The high loading of scales which are estimators of factors other than Evaluation showed the different "modes" of evaluation subsumed in this factor. For example, the scales satisfying-unsatisfying (.79) and interesting-boring (.75) are markers for Receptivity factor while free-constrained (.77) and deep-shallow (.65) mark the Potency factor. The Activity dimension was represented by active-passive (.34) and simple-complex (-.30).

The second factor may be named Feeling during Interaction. Five scales had rotated loading of more than .30. The scales tense-relaxed (.64) and nervous-calm (.49) described how the subject felt while interacting with the machine. This emotional state depended on how they were affected by the interaction as shown by the loading on the scales: hard-easy (.81), simple-complex (-.80), and satisfying-unsatisfying (-.41).





The third factor may be called Personal Feeling about the Computer. This was characterized by the scales active-passive (.82), personal-impersonal (.78), impractical-practical (.32), insensitive-sensitive (-.67), and cool-warm (-.38). The presence of the scale nervous-calm (.40) tended to show that the subject's personal feeling about the computer was affected by his feeling while interacting with it.

Factor IV was called Pacing since the scales with high loading were fast-slow (.77) and short-long (.73). The scales tense-relaxed (.42) and nervous-calm (.38) suggested that the speed and length of the interaction made the subject either tense or relaxed, nervous or calm. This factor came closest to Osgood's Activity factor. The scale ordinary-usual (-.70) which is an estimator of the Novelty factor (Osgood, 1957) had its sole loading on this factor.

Factor V was characterized by the scales masculine-feminine (.75), anxious-nonanxious (.74), ethical-unethical (.41) and nervous-calm (.35). Masculine-feminine is an estimator of the Potency factor but the absence of scales of the same type made the naming of the fifth factor Potency factor doubtful.

Factor VI may be called Feeling toward the Computer Program. The scales organized-confusing (.82) and short-long (.34) seemed to direct the focus on the computer program - its organization and the length of its presentation. The loading of practical-impractical (.45) on this factor suggested that the practicality aspect of computer interaction is included in Factor VI.

#### Student Group

The factor matrix after the varimax rotation is shown in Table VII. The first factor can be considered the Evaluative factor even though it





accounted for as much variance as the second factor. All the scales assigned to the Evaluative Factor (Osgood, 1957) had their sizable loading on this factor: valuable-worthless (.82), unpleasant-pleasant (-.74), bad-good (-.63) and meaningful-meaningless (-.45). Again, the general evaluative factor subsumed different "modes" of evaluation. Free-constrained (.80) an estimator of Potency factor and interesting-boring (.47) of Receptivity factor found their loading on the first factor. The rest of the scales were unassigned: adequate-inadequate (.49) and impractical-practical (-.88).

The second factor was Factors II and III of the Counselor Group, i.e., it may be called Feeling during Interaction with Personal Feeling about Computer. The scales characterizing this factor which characterized Factor II of the Counselor Group were nervous-calm (.73) and tense-relaxed (-.75) while the scales personal-impersonal (.78), active-passive (.53) and insensitive-sensitive (-.35) characterized personal feeling about the computer were deep-shallow (.77), adequate-inadequate (.39) and unusual-ordinary (-.71).

The third factor can be named Pacing, which was Factor IV in the Counselor Group. This was characterized by the scales short-long (.69), fast-slow (.68) and ordinary-unusual (.31). It is interesting to note that each factor suggested by Osgood (1957) was represented by one scale each in this factor: short-long (Potency), fast-slow (Activity), interesting-boring (Receptivity), unpleasant-pleasant (Evaluative), and ordinary-unusual (Novelty). The rest of the scales were unassigned: personal-impersonal (.31), organized-confusing (-.64), adequate-inadequate (-.54) and cool-warm (-.45). It might be safe to assume that this factor is Activity oriented which is highly affected by the personal feeling about the computerized interaction.



TABLE VI  
VARIMAX ROTATED FACTOR MATRIX COUNSELOR GROUP

	I	II	III	IV	V	VI	h <sup>2</sup>
interesting-boring	.75						.69
hard-easy		.81					.68
bad-good	-.89						.84
meaningless-meaningful	-.86						.82
simple-complex	-.30	-.80					.75
unpleasant-pleasant	-.80						.73
fast-slow				.77			.68
valuable-worthless	.85						.75
organized-confusing	.30					.82	.81
satisfying-unsatisfying	.79	-.41					.84
nervous-calm		.49	.40	.38	.35		.72
short-long				.73		.34	.71
tense-relaxed		.64		.42			.66
impractical-practical	-.57		.32			.45	.74
free-constrained	.77						.66
adequate-inadequate	.63						.56
active-passive	.34		.82				.86
cool-warm	-.74		-.38				.80
masculine-feminine					.75		.70
insensitive-sensitive			-.67				.60
personal-impersonal	.39		.78				.78
deep-shallow	.65						.61
ethical-unethical	.68				.41		.74
ordinary-unusual				-.70			.54
anxious-nonanxious	-.42				.74		.82
% of Common Variance	42.46	14.06	13.46	12.99	9.31	7.71	99.99
% of Total Variance	30.67	10.16	9.72	9.38	6.72	5.57	72.22





The fourth factor may be called Ethical vs. Unethical factor. The scale which had the highest loading is one of the unassigned scales, ethical-unethical (.86). The presence of the scales bad-good (.38), hard-easy (.45), meaningless-meaningful (-.68), cool-warm (-.55) and sensitive-insensitive (-.47) pointed out more clearly that this factor focused on the subjects' concern with the appropriateness and usefulness of the computerized interview.

Factor V was characterized by two scales: simple-complex (.76) and masculine-feminine (.67). These scales suggested that the fifth factor may be a Complexity factor. The Complexity dimension could be highly affected by personal attitude toward the machine as shown by the scales active-passive (-.58), cool-warm (.43), insensitive-sensitive (-.49), and nervous-calm (-.33).

The sixth factor was named Anxiety. This was characterized by the scale, anxious-nonanxious (.88), which had the highest loading. It is not illogical that the scales bad-good (.34), meaningful-meaningless (.34), interesting-boring (-.47), hard-easy (-.35), and insensitive-sensitive (-.31) should have their loading on this factor.

### III. ATTITUDES OF SUBJECTS

The bipolar terms were rearranged so that the positive poles could be assigned "5" and the negative poles "1". Since the purpose of the study was merely to find out the direction of the subjects' attitudes, three categories were made: positive, neutral and negative. Negative responses consisted of the answers in the scale values "1" and "2" while positive responses were the answers in scale values "4" and "5". The frequencies in scale values "3" were considered neutral responses.

To determine the direction of the subjects' responses in each of





TABLE VII

## VARIMAX ROTATED FACTOR MATRIX - STUDENT GROUP

	I	II	III	IV	V	VI	$h^2$
interesting-boring	.47		.50			-.47	.77
hard-easy				.45		-.35	.51
bad-good	-.63			.38		.34	.70
meaningless-meaningful	-.45			-.68		.34	.81
simple-complex					.76		.70
unpleasant-pleasant	-.74		-.33				.80
fast-slow			.68				.64
valuable-worthless	.82						.76
organized-confusing			-.64				.54
satisfying-unsatisfying	.80						.70
nervous-calm			.73		.33		.71
short-long			.69				.56
tense-relaxed		.75					.62
impractical-practical	-.88						.80
free-constrained	.80						.66
adequate-inadequate	.49	.39	-.54				.71
active-passive		.53			-.58		.67
cool-warm			-.45	-.55	.43		.74
masculine-feminine					.67		.59
insensitive-sensitive		-.35		-.47	-.49	-.36	.77
personal-impersonal		.78	.31				.75
deep-shallow		.77					.78
ethical-unethical				.86			.76
ordinary-unusual		-.71	.31				.63
anxious-nonanxious						.88	.82
% of Common Variance	26.08	21.50	15.93	13.56	12.9	10.04	99.99
% of Total Variance	18.24	15.04	11.15	9.48	9.03	7.02	69.97



the 25 scales, the chi-square statistic was used with the formula

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

where: O = observed frequency

E = expected frequency

For the one-tailed test Ferguson (1966, p. 211) suggested that the "proportionate areas in the chi-square tables should be halved." The value of  $\chi^2$  required for significance at  $\alpha = .05$  is 4.60 for d.f. = 2. When the null hypothesis of no difference between the expected and observed frequencies is rejected one of the following alternative hypotheses was accepted:

- a. the direction of the difference is positive,
- b. the direction of the difference is negative,
- c. the responses are neutral
- d. the responses are balanced positively and negatively.

### Counsellor Group

The results of the chi-square tests are shown in Table VIII. The counselors found the computer interaction interesting, good, meaningful, pleasant, valuable, satisfying, ethical, and unusual. During the interaction the subjects were generally calm and relaxed. The computer was considered active, personal and sensitive. The negative direction of the scale, short-long, suggested that a majority of the subjects considered the computer program or the interaction long. This, however, was the only negative response. In eleven scales the null hypothesis was accepted, i.e., there were as many subjects who responded positively as negatively and as neutrally. These scales were: hard-easy, complex-



TABLE VIII  
RESULTS OF CHI-SQUARE TESTS - COUNSELLOR GROUP

Scales	Freq. of Responses			$\chi^2$	Decision
	Neg.	Neut.	Pos.		
boring-interesting	7	1	22	23.4	Rejected-Pos.
hard-easy	9	6	15	4.2	Accepted
bad-good	3	8	19	13.4	Rejected-Pos.
meaningless-meaningful	4	7	19	12.6	Rejected-Pos.
complex-simple	11	7	12	1.4	Accepted
unpleasant-pleasant	5	4	21	18.2	Rejected-Pos.
slow-fast	13	7	10	1.8	Accepted
worthless-valuable	2	10	18	12.8	Rejected-Pos.
confusing-organized	9	7	14	2.6	Accepted
unsatisfying-satisfying	9	3	18	11.4	Rejected-Pos.
nervous-calm	3	6	21	18.6	Rejected-Pos.
long-short	19	7	4	12.6	Rejected-Neg.
tense-relaxed	4	5	21	18.2	Rejected-Pos.
impractical-practical	8	8	14	2.4	Accepted
constrained-free	10	7	13	1.8	Accepted
inadequate-adequate	10	7	13	1.8	Accepted
passive-active	8	5	17	7.8	Rejected-Pos.
cool-warm	11	5	14	4.2	Accepted
feminine-masculine	6	13	11	2.6	Accepted
insensitive-sensitive	9	4	17	8.6	Rejected-Pos.
impersonal-personal	11	1	18	14.6	Rejected-Pos.
shallow-deep	9	6	15	4.2	Accepted
unethical-ethical	1	12	17	13.4	Rejected-Pos.
ordinary-unusual	3	11	16	8.6	Rejected-Pos.
anxious-nonanxious	10	6	14	3.2	Accepted





simple, slow-fast, confusing-organized, impractical-practical, constrained-free, inadequate-adequate, cool-warm, feminine-masculine, shallow-deep, and anxious-nonanxious. It can be concluded, however, that the general attitude of the counselors toward the computer-based sentence completion interview is positive.

#### Student Group

Table IX shows the results of the chi-square test of the Student Group. The students found computer interaction interesting, good, meaningful, pleasant and unusual. They felt calm and relaxed while interacting with the computer. The computer was regarded as sensitive, personal and deep. Only eleven scales were rated positively (as compared to 14 by the Counselor Group) but none was responded to negatively. The null hypothesis was accepted in 14 scales: confusing-organized, unsatisfying-satisfying, long-short, impractical-practical, constrained-free, inadequate-adequate, passive-active, cool-warm, feminine-masculine, and anxious-nonanxious.

#### Counselors' and Students' Reaction Compared

Both groups agreed that the computer interview was interesting, good, meaningful, pleasant, and unusual. While the counselors considered the interview long and the students did not. The two groups were both calm and relaxed during the interaction but were anxious while being interviewed. The computer was regarded by the counselors and students as sensitive and personal.

To determine whether there was any difference between the counselors' and students' reactions toward the computerized interview, the Mann-Whitney U test was carried out. The null hypothesis of no difference,





TABLE IX  
RESULTS OF CHI-SQUARE TESTS - STUDENT GROUP

Scales	Freq. of Responses			$\chi^2$	Decision
	Neg.	Neut.	Pos.		
boring-interesting	4	2	24	29.6	Rejected-Pos.
hard - easy	9	9	12	.6	Accepted
bad-good	0	12	18	16.8	Rejected-Pos.
meaningless-meaningful	8	6	16	5.6	Rejected-Pos.
complex-simple	14	5	11	4.2	Accepted
unpleasant-pleasant	4	7	19	12.6	Rejected-Pos.
slow-fast	12	12	6	2.4	Accepted
worthless-valuable	6	9	15	4.2	Accepted
confusing-organized	16	5	9	4.2	Accepted
unsatisfying-satisfying	11	12	7	1.4	Accepted
nervous-calm	10	4	16	7.2	Rejected-Pos.
long-short	14	11	5	4.2	Accepted
tense-relaxed	12	2	16	10.4	Rejected-Pos.
impractical-practical	8	11	11	1.8	Accepted
constrained-free	10	9	11	.2	Accepted
inadequate-adequate	7	9	14	1.9	Accepted
passive-active	10	8	12	.8	Accepted
cool-warm	10	10	10	0.0	Accepted
feminine-masculine	10	13	7	1.8	Accepted
insensitive-sensitive	8	6	16	5.6	Rejected-Pos.
impersonal-personal	8	1	21	21.6	Rejected-Pos.
shallow-deep	6	5	19	12.2	Rejected-Pos.
unethical-ethical	5	15	10	5.0	Rejected-Neut.
ordinary-unusual	4	6	20	25.2	Rejected-Pos.
anxious-nonanxious	12	6	12	2.4	Accepted



if accepted, is another way of stating that both groups have been drawn from the same population. The Mann-Whitney test was used because the study involved two independent groups, Counselor Group and Student Group, and the measure of reaction toward the computer-based interview (semantic differential) constituted an ordinal measure.

The score of a subject was the sum of the individual scores over the 25 scales. Table X shows the scores of both the counselors and students ranked from the highest to the lowest. The value of U was computed using the formula

$$U = n_1 n_2 - \frac{n_1(n_1 - 1)}{2} - R_1$$

where:  $n_1$  = number of counselors

$n_2$  = number of students

$R_1$  = sum of the ranks assigned to the  
counselors

To determine the significance of the observed U, the value of z was found using

$$z = \frac{U - \frac{n_1 n_2}{2}}{\sqrt{\left( \frac{n_1 n_2}{N(N - 1)} \right) \left( \frac{N^3 - N}{12} - \sum T \right)}}$$

where:  $N$  =  $n_1$  plus  $n_2$

$$T = \frac{t^3 - t}{12}$$

(where t is the number of ties for  
particular score)



Table X shows that there are 14 tied scores. From these, the  $\sum T = 73.5$  was computed. Testing for the significance of U the z obtained, with a correction for ties, was .037. Reference to Table A (Siegel, 1956) revealed that the one-tailed p of  $z \geq .037$  or  $z \leq .037$  is  $p = .4801$ . Since this p is larger than  $\alpha = .05$  the decision is to accept the null hypothesis. We conclude that there is no difference between the counselors' and students' reaction toward the computer-based sentence completion interview in this particular study.





TABLE X  
COUNSELORS' AND STUDENTS' TOTAL SCORES  
IN THE SEMANTIC DIFFERENTIAL

Counselors			Students		
No.	Scores	Rank	No.	Scores	Rank
27	93	60	28	92	59
" 16	90	58	" 8	85	54.5
" 24	88	57	" 20	83	52.5
" 21	86	56	" 27	82	49
" 10	85	54.5	" 7	82	49
" 15	83	52.5	" 12	82	49
" 14	82	49	" 6	81	45
" 22	82	49	" 4	81	45
" 26	80	40.5	" 18	81	45
" 6	80	40.5	" 26	80	40.5
" 3	80	40.5	" 25	80	40.5
" 17	79	35.5	" 13	80	40.5
" 29	79	35.5	" 14	79	35.5
" 30	79	35.5	" 19	78	32.5
" 9	77	29.5	" 30	78	32.5
" 4	76	25	" 11	77	29.5
" 18	76	25	" 9	77	29.5
" 23	76	25	" 10	77	29.5
" 20	75	19.5	" 29	76	25
" 8	75	19.5	" 3	76	25



COUNSELORS' AND STUDENTS' TOTAL SCORES  
IN THE SEMANTIC DIFFERENTIAL

PART II - TABLE X

Counselors			Students		
Scores			Scores		
Rank			Rank		
No.			No.		
1	.75	19.5	16	75	19.5
" 11	74	16	" 2	75	19.5
" 28	73	14	" 23	75	19.5
" 13	73	14	" 22	73	14
" 5	72	11	" 1	72	11
" 25	72	11	" 5	71	8.5
" 2	70	7	" 24	71	8.5
" 12	69	5.5	" 17	69	5.5
" 19	67	4	" 15	63	2
" 7	65	3	" 21	60	1
R <sub>1</sub> = 912.5			R <sub>2</sub> = 917.5		



## CHAPTER V

### CONCLUSIONS

The main objective of this study was to determine the feasibility of using a computer-based sentence completion interview to obtain information for personality assessment. A computerized sentence completion interview program was written for the IBM 1500 Instructional System. The adequacy of the sentence completion interview was determined by the analysis of the subjects' responses and by classifying these responses under the three broad categories of self-evaluation, attitudes toward other people and stress resistance. The reaction of the subjects toward a computerized interview was appraised using a semantic differential of 25 scales.

### I. FINDINGS

Hypothesis I. The data obtained from the computer-based sentence completion interview are meaningful and relevant to the counseling situation. This hypothesis was supported. Information regarding a client's attitudes, sentiments, fears, anxieties, aspirations, needs and general emotional adjustment difficulties can be obtained through person-machine interaction. The subjects did not show any inhibition in answering the incomplete sentences. While the sentence completion interview is not intended for deep psychological diagnosis, it may indicate the need for more intensive personality investigation.



Hypothesis II. There are attitude factors involved in person-computer interaction that can be interpreted in terms of Osgood's semantic differential. This hypothesis was supported. The factor analyses suggested six factors. The following inferences were made:

- (a) Evaluation is a major dimension in person-computer interaction.
- (b) Dimensions of counselor-computer interaction differ from those of student-computer interaction.
- (c) The Potency, Activity and Receptivity dimensions are not clearly delineated in a computerized interview. The Potency dimension, which is one of the major factors suggested by Osgood (1957) did not appear at all in either of the two factor analyses.
- (d) There is a great deal of concept-scale interaction resulting in the overlapping of scales in various factors.

The Evaluative factor is Factor I in both factor analyses of the results of the semantic differential of the two groups. There was a more clear-cut grouping of scales in the factor analysis of the responses of the counselors, i.e., most scales loaded highly on not more than two factors. This facilitated the interpretation of the factors. This factor analysis of the students' responses showed a great deal of intermixing of various scales. One can assume that there was a greater concept-scale interaction in the Student Group than in the Counselor Group. The factor analysis suggests, further, that there was greater emotionality attached to the machine interaction by the students. An examination of Table VII shows the presence of "feeling" scales in all of the factors: Factor I, interesting-boring and free-constrained; Factor II, nervous-calm and tense-relaxed; Factor III, interesting-boring and unpleasant-pleasant; Factor IV, easy-hard; Factor V, simple-complex and nervous-calm; and Factor VI, interesting-boring and easy-hard.





Hypothesis III. There is no significant difference between the expected and observed responses of counselors, and any observed differences are merely chance variations to be expected in a random sample from the rectangular distribution where  $f_1 = f_2 = f_3$ .

A series of chi-square tests indicate that the hypothesis is accepted for 11 scales and rejected for 14 scales.

Hypothesis IV. There is no significant difference between the expected and observed responses of students, and any observed differences are merely chance variations to be expected in a random sample from the rectangular distribution where  $f_1 = f_2 = f_3$ .

Chi-square tests for the Student Group reveal that the hypothesis is accepted in 14 scales, rejected in 11 scales.

Hypothesis V. There is no significant difference between the counselors' and students' reaction toward a computer-based sentence completion interview.

A Mann-Whitney U test indicated that there is no significant difference between the counselors and students in their reaction toward a computerized interview.

The chi-square tests indicate further that there is a difference in the response patterns between the Counselor Group and the Student Group. The counselors were more positively oriented, rating more than one-half of the 25 scales positive. The counselors seemed to be more concerned with the applicability of the interview and tended to answer more objectively to the various scales. The Mann-Whitney test shows, however, that the students and the counselors reacted similarly to the computer interaction. Since the attitude of the counselors is clearly favourable the statement of no difference implies that the students' attitude is positive, too.



The analysis of the subjects' responses and the appraisal of the counselors' and students' reaction toward a computer-based sentence completion test show that the use of this method of personality assessment is feasible.

### III. IMPLICATIONS FOR COUNSELING

The study shows that the computer interview can be a fruitful technique for obtaining information about a client for personality assessment. Unlike the paper-and-pencil sentence completion, the information gathered does not end with the word or words given to complete the sentences. Through the follow-up questions the client can be made to reveal more about himself thereby approaching more closely a human interview. Since there is no one computer interview much freedom is given to the counselor to write his own incomplete sentences and to formulate the follow-up questions that would give him the relevant data.

Since the formulation of the whole interview is left to the counselor it requires from him clear and definite statements of psychological theory or theories upon which the whole program is based. Tomkins (1963, p. 7) explained this by stating that:

Computer simulation places a premium on creative, constructive thought. The computer is not only neutral, it is deaf, dumb and inert, a tabula rasa whose passivity cries out for activity of the programmer ... It places a premium on clarity. The computer is sufficiently concrete minded, sufficiently moronic so that the theorist must be meticulous, certain and detailed in how he instructs the computer, whose favourite response seems to be "huh?"

Furthermore, the computer program need not remain static. The program for a computer interview can be perfected through constant revision - deleting irrelevant details, adding important items and even changing the whole style of interviewing. It can reflect clearly a





counselor's increased knowledge and improved competence. Revisions can be made to enable the counselor to meet the ever-increasing demands of his job. In addition, the interpretation of the data is facilitated since standard stimuli are presented to every client.

Certain types of clients may benefit highly from this type of interview. The nervous client who feels "threatened" when questioned by a counselor may respond better if the interview is conducted by a machine. A defensive or arrogant client may "open up" when confronted by a machine rather than a human interviewer.

One subject in the Counselor Group expressed concern that the interview was completed before rapport has been established with the counselee. It was commented that the chances of the questions being answered honestly would be very much reduced since the client has not had the chance to establish a feeling of "safeness" with the counselor. This should not pose a problem since it is presumed that the counselor sees the client before he is made to interact with the machine. The client may refuse altogether to go through the interview if he is averse to it. It should be reiterated that the computer does not take the counselor's place - it is just a mechanical helper.

Another important use of the computer interview is the help given to a counselor to structure initial interviews more thoroughly and competently, thereby eliminating unnecessary mistakes. The counselor can pinpoint beforehand the area where the client is concerned most. Or if the counselor is conducting a group counseling session the clients may be grouped according to their needs or problems as revealed by the data obtained from the computer interview.

The problems of ethicality and confidentiality of computerized





interviews can be resolved quite easily. In the specific study of the reaction toward computer interaction it was shown that both the Counselor Group and Student Group consider it ethical. Seventeen out of 30 counselors rated it ethical while only one rated it unethical. Ten students considered it ethical while only five called it unethical. Fifteen students were neutral. With regards to the confidentiality of information, the counselor can achieve this by employing some precautions. The client need not identify himself at any time during the interview but the counselor should assign the client a code name before the interview. After the interaction and after the machine printout of the interview has been obtained, all the information typed in by the client can be totally deleted from the computer memory. The only record would be in the hands of the counselor, and a code name would be the only identification.



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## APPENDIX

### COMPUTER INTERVIEW PROGRAM



```

**LSTCSE
**PJ43 000
PJ43*E
INTRO*E
1 PR *E
2 DE 0+/32*E
3 DT 0,4+/2,0+/40,0+/(H)I(6 I)'M (J)UNE, (D)R. (C)OMPUTER'S SECRE--*E
4 DT 2,0+/2,2+/40,0+//TARY. (P)LEASE MAKE YOURSELF COMFORTABLE.*E
5 DT 4,0+/2,4+/40,0+/(D)R. (C)OMPUTER WILL TALK TO YOU IN A MIN-*E
6 DT 6,0+/2,6+/40,0+//UTE. (I)N THE MEANTIME (I)'D LIKE TO GIVE*E
7 DT 8,0+/2,8+/40,0+//THESE GUIDES(&*E
8 DT 12,3+/2,12+/26,3+/1. (U)ISE (-----*B*B*B*B*B*B)ONE WORD ONLY ON THE*E
9 DT 12,28+/2,12+/7,28+/BLANKS.*E
10 DT 16,3+/2,16+/40,0+/2. (T)YPE IN A SLASH (9)/(O*B*B*B*B--- )AFTER EVERY *E
11 DT 18,6+/2,18+/40,0+//FINAL RESPONSE BEFORE PRESSING THE*E
12 DT 20,6+/2,20+/40,0+//(ALT N CODING )KEY AND THE SPACE BAR*E
13 DT 22,6+/2,22+/40,0+//(9)AT THE SAME TIME(O).*E
$$$14 NO MACRO DUA007 APRIL 68 TELLS STUDENT TO PRESS BAR TO CONTINUE, THIS*E
$$$15 NO ALLOWS TIME TO READ TEXT*E
(3)01(33)4*E
1 DT 30,4+/2,30+/40,0+/--(PRESS SPACE BAR TO CONTINUE)---*E
2 EPI 30,1+/2,30+/1,39+/9999+/1+/ZZ*E
3 DE 30+/2*E
4 BR COUN1*E
COUN1*E
1 PRR *E
2 DE 0+/32*E
3 DT 0,3+/2,0+/40,0+/3. (I)F YOU HAVE REACHED THE END OF THE*E
4 DT 2,6+/2,2+/40,0+//LINE AND WANT TO CONTINUE JUST*E
5 DT 4,6+/2,4+/40,0+//PRESS THE (ALT N CODING )KEY AND THE*E
6 DT 6,6+/2,6+/40,0+//SPACE BAR AT THE SAME TIME.*E
7 DT 10,3+/2,10+/40,0+/4. (B)ACKSPACING - (P)RESS THE (BACKSPACE*E
8 DT 12,6+/2,12+/40,0+//KEY WHILE PRESSING THE (ALT N CODING *E
9 DT 14,6+/2,14+/40,0+//KEY.*E
10 DT 18,3+/2,18+/40,0+//CONSULT THE OPERATOR IF YOU HAVE ANY*E
11 DT 20,6+/2,20+/40,0+//PROBLEMS.*E

```



```

12 DT 24,0+/2,24+/40,0+/(O)KAY(/*E
$13 NO MACRO DUA007 APRIL 68 TELLS STUDENT TO PRESS SPACE BAR TO
(3)01(33)5*E
1 DT 30,4+/2,30+/40,0+/(--)(PRESS SPACE BAR TO CONTINUE)---*E
2 EPI 30,1+/2,30+/1,39+/9999+/1+/ZZ*E
3 DE 30+/2*E
4 BR COUN*E
(3)01(33)3*E
1 DT 30,4+/2,30+/40,0+/(--)(PRESS SPACE BAR TO CONTINUE)---*E
2 EPI 30,1+/2,30+/1,39+/9999+/1+/ZZ*E
3 DE 30+/2*E
4 BR COUN*E
COUN*E
1 DE 0+/32*E
2 DT 0,4+/2,0+/40,0+/(H)ELLO. (W)E ARE PLEASED THAT YOU CAME.*E
3 DT 0,0+/2,+/40,0+/(W)E ARE GOING TO ASK YOU QUESTIONS AND WE*E
4 DT 0,0+/2,+/40,0+/(W)OULD APPRECIATE IT IF YOU WILL ANSWER *E
5 DT 0,0+/2,+/40,0+/(T)HEM AS BEST AS YOU CAN. (P)LEASE POINT TO*E
6 DT 0,0+/2,+/40,0+/(T)HE CORRECT BOX.*E
7 DT 12,7+/2,12+/40,0+/$ (M)ALE*E
8 DT 16,7+/2,16+/40,0+/$ (F)EMALE*E
9 EPP 300+/*E
10 CAP 2,12,1,7+/CC*E
11 BR PROJ*E
12 CAP 2,16,1,7+/CC*E
$13 NO MACRO DUA007 (A)PRIL 68 TELL STUDENT TO PRESS BAR TO CONTINUE, THIS*E
$14 NO ALLOWS TIME TO READ THE TEXT.*E
15 BR PROJ*E
16 UN UU*E
17 BR EROR2*E
18 PR *E
QUEST*E
1 LD /+/B4*E
2 EP 0,0+/2,+/40,0+/(+/40+/*E
3 FN KEYL+/1+/C+/+/CC*E
4 BR RR5*E

```

CONTINUE, THIS ALLOWS TIME





```
5 WA (8+/)WW*E
6 BR RE*E
PROJ*E
1 PRR *E
2 DE 0+/32*E
3 DT 0,4+/2,0+/40,0+/(I )AM*E
4 DL 2,9+/16*E
5 PR *E
6 DTI 0,26+/2,0+/14,26+/(9)NOT YOUR NAME(O*E
7 EPI 0,9+/2,0+/16,9+/9999+/99+/*E
8 FN ED+/+,D+/+/*E
9 CA HAPPY+/CC*E
10 BR 1A*E
11 CA TIRED+/CC*E
12 CB SLEEPY+/CC*E
13 BR 1B*E
14 CA INTELLIGENT+/CC*E
15 CB SMART+/CC*E
16 BR 1C*E
17 CB HERE+/CC*E
18 CB ME+/CC*E
19 CB MYSELF+/CC*E
20 CB HUMAN+/CC*E
21 CB ALIVE+/CC*E
22 BR 1D*E
23 CA CONFUSED+/CC*E
24 CB WORRIED+/CC*E
25 BR 1E*E
26 CA YOUNG+/CC*E
27 BR 1F*E
28 CA STUDENT+/CC*E
29 BR 1G*E
30 CA TALL+/CC*E
31 BR 1H*E
32 CA AVERAGE+/CC*E
33 BR 1I*E
```



34 CA AMBITIOUS+/CC\*E  
35 BR 1J\*E  
36 CA SINGLE+/CC\*E  
37 BR 1K\*E  
38 FN2 LT+/+/12+/60+/C\*E  
39 BR 1M\*E  
40 CA SATISFIED+/CC\*E  
41 BR 1L\*E  
42 UN UU\*E  
43 DT 6,0+/2,6+/40,0+/(H)OW ABOUT TELLING ME MORE ABOUT IT(/\*E  
44 LR Q2+/RR5\*E  
45 BR QUEST\*E  
1A\*E  
1 DT 6,0+/2,6+/40,0+/(W)HY DO YOU FEEL SO HAPPY(/\*E  
2 LR Q2+/RR5\*E  
3 BR QUEST\*E  
1B\*E  
1 DT 6,0+/2,6+/40,0+/(W)HY DO YOU FEEL SO TIRED(/ \*E  
2 LR Q2+/RR5\*E  
3 BR QUEST\*E  
1C\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT MAKES YOU THINK SO(/\*E  
2 LR Q2+/RR5\*E  
3 BR QUEST\*E  
1D\*E  
1 DT 6,0+/2,6+/40,0+/(Y)ES, BUT TELL ME SOMETHING ABOUT\*E  
2 DT ,0+/2,+/40,0+//YOURSELF.\*E  
3 LR Q2+/RR5\*E  
4 BR QUEST\*E  
1E\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT IS BOTHERING YOU(/\*E  
2 LR Q2+/RR5\*E  
3 BR QUEST\*E  
1F\*E  
1 DT 6,0+/2,6+/40,0+/(W)HY DO YOU FEEL DEPRESSED ABOUT\*E  
2 DT ,0+/2,+/40,0+//FUTURE(/\*E



```

3 LR Q2+/RR5*E
4 BR QUEST*E
1G*E
1 DT 6,0+/2,6+/40,0+/(H)OW DO YOU LIKE COLLEGE LIFE(/*E
2 LR Q2+/RR5*E
3 BR QUEST*E
1H*E
1 DT 6,0+/2,6+/40,0+/(D)O YOU FEEL SELF-CONSCIOUS ABOUT IT(/*E
2 LR Q2+/RR5*E
3 BR QUEST*E
1I*E
1 DT 6,0+/2,6+/40,0+/(I)N WHAT RESPECTARE YOU UNUSUAL THOUGH(/*E
2 LR Q2+/RR5*E
3 BR QUEST*E
1J*E
1 DT 6,0+/2,6+/40,0+/(W)HAT IS YOUR PRIMARYGOAL(/*E
2 LR Q2+/RR5*E
3 BR QUEST*E
1K*E
1 DT 6,0+/2,6+/40,0+/(W)OULD YOU RATHER BE MARRIED(/*E
2 LR Q2+/RR5*E
3 BR QUEST*E
1L*E
1 DT 6,0+/2,6+/40,0+/(W)ITH WHAT IN PARTICULAR ARE YOU*E
2 DT ,0+/2,+/40,0+/(S)ATISFIED(/*E
3 LR Q2+/RR5*E
4 BR QUEST*E
1M*E
1 DT 6,0+/2,6+/40,0+/(W)OULD YOU RATHER BE OLDER OR YOUNGER(/*E
2 LR Q2+/RR5*E
3 BR QUEST*E
Q2*E
1 PRR *E
2 DE 0+/32*E
3 DT 0,4+/2,0+/5,4+/(I )SEE*E
4 DL 2,11+/15*E

```



5	DTI	0,27+/2,0+/11,27+/WHEN ( I ) LOOK*E
6	DT	4,0+/2,4+/6,0+/AHEAD.*E
7	EPI	0,11+/2,0+/15,11+/9999+/99+/*E
8	FN	ED+//,D+//+/*E
9	CA	HAPPINESS+/CC*E
10	BR	2A*E
11	CA	WORK+/CC*E
12	BR	2B*E
13	CA	SUCCESS+/CC*E
14	BR	2C*E
15	CA	PEOPLE+/CC*E
16	CB	LIFE+/CC*E
17	CB	FUTURE+/CC*E
18	CB	THINGS+/CC*E
19	CB	OBJECT(8+/)CC*E
20	CB	OBJECTA+/CC*E
21	BR	2D*E
22	CA	UNCERTAINTY+/CC*E
23	BR	2E*E
24	CA	NOTHING+/CC*E
25	BR	2F*E
26	CA	HOPE+/CC*E
27	BR	2G*E
28	CA	MARRIAGE+/CC*E
29	BR	2H*E
30	CA	CLEARLY+/CC*E
31	CB	STRAIGHT+/CC*E
32	BR	2I*E
33	UN	UU*E
34	DT	6,0+/2,6+/40,0+/(W)HY DO YOU SAY THIS(/*E
35	LR	Q3+/RR5*E
36	BR	QUEST*E
2A*E		
1	DT	6,0+/2,6+/40,0+/(W)HAT WILL MAKE YOUR FUTURE HAPPY(/*E
2	LR	Q3+/RR5*E
3	BR	QUEST*E





2B*E	1	DT	6,0+/2,6+/40,0+/(W)HAT KIND OF WORK(/*E
	2	LR	Q3+/RR5*E
	3	BR	QUEST*E
2C*E	1	DT	6,0+/2,6+/40,0+/(W)HAT KIND OF SUCCESS(/*E
	2	LR	Q3+/RR5*E
	3	BR	QUEST*E
2D*E	1	DT	6,0+/2,6+/40,0+/(T)HAT IS RATHER VAGUE. (P)LEASE EXPLAIN.*E
	2	LR	Q3+/RR5*E
	3	BR	QUEST*E
2E*E	1	DT	6,0+/2,6+/40,0+/(W)HAT ARE YOU MOST UNCERTAIN ABOUT(/*E
	2	LR	Q3+/RR5*E
	3	BR	QUEST*E
2F*E	1	DT	6,0+/2,6+/40,0+/(W)HY DO YOU FEEL DEPRESSED ABOUT*E
	2	DT	,0+/2,+/40,0+//YOUR FUTURE(/*E
	3	LR	Q3+/RR5*E
	4	BR	QUEST*E
2G*E	1	DT	6,0+/2,6+/40,0+/(W)HAT DO YOU HOPE FOR(/*E
	2	LR	Q3+/RR5*E
	3	BR	QUEST*E
2H*E	1	DT	6,0+/2,6+/40,0+/(H)OW DEFINITE ARE YOUR PLANS(/*E
	2	LR	Q3+/RR5*E
	3	BR	QUEST*E
2I*E	1	DT	6,0+/2,6+/40,0+/(W)HAT DO YOU SEE SO WELL(/*E
	2	LR	Q3+/RR5*E
	3	BR	QUEST*E
Q3*E	1	PRR	*E
	2	DE	0+/32*E



3	DT	0,4+/2,0+/16,4+/(M)Y WORK HAS BEEN*E
4	DL	2,22+/15*E
5	PR	*E
6	EPI	0,22+/2,0+/15,22+/9999+/99+/*E
7	FN	ED+/+/D+/+//*E
8	CA	HARD+/CC*E
9	CB	DIFFICULT+/CC*E
10	CB	CHALLENGING+/CC*E
11	BR	3A*E
12	CA	SATISFACTORY+/CC*E
13	CB	SUCCESSFUL+/CC*E
14	BR	3B*E
15	CA	REWARDING+/CC*E
16	CB	SATISFYING+/CC*E
17	CB	FUN+/CC*E
18	CB	PLEASANT+/CC*E
19	CB	INTERESTING+/CC*E
20	CB	GOOD+/CC*E
21	CB	ENJOYABLE+/CC*E
22	BR	3C*E
23	CA	EASY+/CC*E
24	CB	FAIR+/CC*E
25	CB	AVERAGE+/CC*E
26	BR	3D*E
27	CA	POOR+/CC*E
28	CB	UNSATISFACTORY+/CC*E
29	BR	3E*E
30	UN	UU*E
31	DT	6,0+/2,6+/40,0+/(C)AN YOU EXPLAIN FURTHER(*E
32	LR	G4+/RR5*E
33	BR	QUEST*E
3A*E		
1	DT	6,0+/2,6+/40,0+/(W)HAT DO YOU FIND HARDEST ABOUT IT(*E
2	LR	Q4+/RR5*E
3	BR	QUEST*E
3B*E		



1 6,0+/2,6+/40,0+/(T)O WHAT DO YOU ATTRIBUTE YOUR SUCCESS(/\*E  
2 Q4+/RR5\*E  
3 BR QUEST\*E  
3C\*E  
1 6,0+/2,6+/40,0+/(W)HAT DO YOU LIKE MOST ABOUT IT(/\*E  
2 Q4+/RR5\*E  
3 BR QUEST\*E  
3D\*E  
1 6,0+/2,6+/40,0+/(A)RE YOU SATISFIED WITH YOUR PERFORMANCE(/\*E  
2 Q4+/RR5\*E  
3 BR QUEST\*E  
3E\*E  
1 6,0+/2,6+/40,0+/(W)HAT SEEMS TO BE THE REASON(/\*E  
2 Q4+/RR5\*E  
3 BR QUEST\*E  
Q4\*E  
1 PRR \*E  
2 DE 0+/32\*E  
3 DT 0,4+/2,0+/40,0+/(O)THER PEOPLE THINK THAT (I )AM \*E  
4 DL 4,0+/15\*E  
5 EPI 2,0+/2,2+/15,0+/9999+/99+/\*E  
6 FN ED+/+/D+/+//\*E  
7 CA HAPPY+/CC\*E  
8 CB CONCEITED+/CC\*E  
9 CB SHY+/CC\*E  
10 CB FRIENDLY+/CC\*E  
11 CB SMART+/CC\*E  
12 CB INTELLIGENT+/CC\*E  
13 BR 4A\*E  
14 CA GOOD+/CC\*E  
15 CB DIFFERENT+/CC\*E  
16 CB DIFF(8+/)CC\*E  
17 CB CRAZY+/CC\*E  
18 CB NICE+/CC\*E  
19 CB SILLY+/CC\*E  
20 BR 4B\*E





21	CB	STUPID+/CC*E	
22	CA	FUN+/CC*E	
23	CB	FUNNY+/CC*E	
24	CB	HUMOROUS+/CC*E	
25	BR	4C*E	
26	CA	QUIET+/CC*E	
27	BR	4D*E	
28	CA	STUDIOUS+/CC*E	
29	BR	4E*E	
30	CB	OK+/CC*E	
31	CB	(8)K+/CC*E	
32	CB	ALRIGHT+/CC*E	
33	CB	AVERAGE +/CC*E	
34	BR	4F*E	
35	UN	UU*E	
36	DT	6,0+/2,6+/40,0+/(D)O	WHAT DO YOU MEAN(/*E
37	LR	Q5+/RR5*E	
38	BR	QUEST*E	
4A*E			
1	DT	6,0+/2,6+/40,0+/(D)O	YOU DESERVE THIS REPUTATION(/*E
2	LR	Q5+/RR5*E	
3	BR	QUEST*E	
4B*E			
1	DT	6,0+/2,6+/40,0+/(P)LEASE	EXPLAIN.*E
2	LR	Q5+/RR5*E	
3	BR	QUEST*E	
4C*E			
1	DT	6,0+/2,6+/40,0+/(D)O	YOU MAKE AN EFFORT TO BE ENTERTAINING(/*E
2	LR	Q5+/RR5*E	
3	BR	QUEST*E	
4D*E			
1	DT	6,0+/2,6+/40,0+/(I)S	THIS DUE TO SHYNESS(/*E
2	LR	Q5+/RR5*E	
3	BR	QUEST*E	
4E*E			
1	DT	6,0+/2,6+/40,0+/(D)O	THEY ADMIRE YOU FOR THIS(/*E



```

2  LR Q5+/RR5*E
3  BR QUEST*E
4F*E
1  DT 6,0+/2,6+/40,0+/(H)OW WOULD THEY DESCRIBE YOU TO A*E
2  DT ,0+/2,+/40,0+/STRANGER(/*E
3  LR Q5+/RR5*E
4  BR QUEST*E
Q5*E
1  PRR *E
2  DE 0+/32*E
3  DT 0,4+/2,0+/9,4+/(M)EN OFTEN*E
4  DL 2,14+/15*E
5  DTI 0,30+/2,0+/6,30+/WOMEN.*E
6  EPI 0,14+/2,0+/15,14+/9999+/99+/*E
7  FN ED+/+/,D+/+//*E
8  CA LOVE+/CC*E
9  BR 5A*E
10 CA LIKE+/CC*E
11 CB ENJOY+/CC*E
12 BR 5C+/S10+/1*E
13 BR 5B*E
14 CA MARRY+/CC*E
15 BR 5D*E
16 CA ADMIRE+/CC*E
17 BR 5F+/S10+/1*E
18 BR 5E*E
19 CA DATE+/CC*E
20 BR 5G*E
21 CA DESIRE+/CC*E
22 CB TEASE+/CC*E
23 BR 5H*E
24 CA UNDERESTIMATE+/CC*E
25 BR 5I*E
26 CA KISS+/CC*E
27 BR 5J*E
28 CA MISTREAT+/CC*E

```



29	CB	HURT+/CC*E	
30	CB	USE+/CC*E	
31	BR	5L+/S10+/1*E	
32	BR	5K*E	
33	CA	CHASE+/CC*E	
34	BR	5N+/S10+/1*E	
35	BR	5M*E	
36	CA	MISUNDERSTAND+/CC*E	
37	BR	5O*E	
38	CA	HATE+/CC*E	
39	CB	DISLIKE+/CC*E	
40	BR	5P*E	
41	CA	ATTRACT+/CC*E	
42	BR	5R+/S10+/1*E	
43	BR	5Q*E	
44	UN	UU*E	
45	DT	6,0+/2,6+/40,0+/(H)OW WOULD YOU EXPLAIN THIS(/*E	
46	LR	Q6+/RR5*E	
47	BR	QUEST*E	
5A*E			
1	DT	6,0+/2,6+/40,0+/(A)RE YOU IN LOVE NOW(/*E	
2	LR	Q6+/RR5*E	
3	BR	QUEST*E	
5B*E			
1	DT	6,0+/2,6+/40,0+/(D)O YOU LIKE WOMEN GENERALLY(/*E	
2	LR	Q6+/RR5*E	
3	BR	QUEST*E	
5C*E			
1	DT	6,0+/2,6+/40,0+/(D)O MEN LIKE YOU, GENERALLY(/*E	
2	LR	Q6+/RR5*E	
3	BR	QUEST*E	
5D*E			
1	DT	6,0+/2,6+/40,0+/(H)OW DO YOU FEEL ABOUTMARRIAGE(/*E	
2	LR	Q6+/RR5*E	
3	BR	QUEST*E	
5E*E			



1	DT	6,0+/2,6+/40,0+/(W)HAT DO YOU ADMIRE IN WOMEN(/*E
2	LR	Q6+/RR5*E
3	BR	QUEST*E
5F*E		
1	DT	6,0+/2,6+/40,0+/(W)HAT DO THEY ADMIRE MOST(/*E
2	LR	Q6+/RR5*E
3	BR	QUEST*E
5G*E		
1	DT	6,0+/2,6+/40,0+/(H)OW OFTEN DO YOU DATE(/*E
2	LR	Q6+/RR5*E
3	BR	QUEST*E
5H*E		
1	DT	6,0+/2,6+/40,0+/(I)N WHAT SENSE(/*E
2	LR	Q6+/RR5*E
3	BR	QUEST*E
5I*E		
1	DT	6,0+/2,6+/40,0+/(W)HAT DO THEY UNDERESTIMATE(/*E
2	LR	Q6+/RR5*E
3	BR	QUEST*E
5J*E		
1	DT	6,0+/2,6+/40,0+/(W)HO ENJOYS IT MORE(/*E
2	LR	Q6+/RR5*E
3	BR	QUEST*E
5K*E		
1	DT	6,0+/2,6+/40,0+/(H)AVE YOU EVER DONE THIS(/*E
2	LR	Q6+/RR5*E
3	BR	QUEST*E
5L*E		
1	DT	6,0+/2,6+/40,0+/(H)AVE YOU EVER BEEN TREATED THIS WAY(/*E
2	LR	Q6+/RR5*E
3	BR	QUEST*E
5M*E		
1	DT	6,0+/2,6+/40,0+/(D)O YOU(/*E
2	LR	Q6+/RR5*E
3	BR	QUEST*E
5N*E		





1	DT	6,0+/2,6+/40,0+/(D)O THEY CHASE YOU(/*E
2	LR	Q6+/RR5*E
3	BR	QUEST*E
50*E		
1	DT	6,0+/2,6+/40,0+/(W)HAT CAUSES MISUNDERSTANDING(/*E
2	LR	Q6+/RR5*E
3	BR	QUEST*E
5P*E		
1	DT	6,0+/2,6+/40,0+/(W)HY(/*E
2	LR	Q6+/RR5*E
3	BR	QUEST*E
5Q*E		
1	DT	6,0+/2,6+/40,0+/(D)O YOU ATTRACT THEM(/*E
2	LR	Q6+/RR5*E
3	BR	QUEST*E
5R*E		
1	DT	6,0+/2,6+/40,0+/(D)O YOU FEEL ATTRACTED TO THEM(/*E
2	LR	Q6+/RR5*E
3	BR	QUEST*E
Q6*E		
1	PRR	*E
2	DE	0+/32*E
3	DT	0,4+/2,0+/40,0+/(I )DON'T LIKE TO THINK ABOUT*E
4	DL	4,0+/15*E
5	EPI	2,0+/2,2+/15,0+/9999+/99+/*E
6	FN	ED+/+/D+/+//*E
7	CA	WAR+/CC*E
8	CB	DEATH+/CC*E
9	CB	DYING+/CC*E
10	CB	UNHAPPINESS+/CC*E
11	CB	PROBLEMS+/CC*E
12	CB	POVERTY+/CC*E
13	BR	6A*E
14	CA	FAIL(8+/)CC*E
15	CB	GRADES+/CC*E
16	CB	TESTS+/CC*E



17	BR	6B*E	
18	CA	STUD(8+/)CC*E	
19	CB	SCHOOL+/CC*E	
20	CB	MARRIAGE+/CC*E	
21	CB	WORK+/CC*E	
22	BR	6C*E	
23	CA	PAST+/CC*E	
24	BR	6D*E	
25	CA	MONEY+/CC*E	
26	BR	6E*E	
27	CA	MEN+/CC*E	
28	CB	WOMEN+/CC*E	
29	CB	BOYS+/CC*E	
30	CB	GIRLS+/CC*E	
31	BR	6F*E	
32	UN	UU*E	
33	DT	6,0+/2,6+/40,0+/(I)'D LIKE TO KNOW MORE ABOUT THIS.*E	
34	LR	Q7+/RR5*E	
35	BR	QUEST*E	
6A*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT DO YOU DO TO AVOID THINKING ABOUT IT(/*E	
2	DT	,0+/2,+/40,0+/IT(/*E	
3	LR	Q7+/RR5*E	
4	BR	QUEST*E	
6B*E			
1	DT	6,0+/2,6+/40,0+/(W)HY DOES THIS WORRY YOU(/*E	
2	LR	Q7+/RR5*E	
3	BR	QUEST*E	
6C*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT DON'T YOU LIKE ABOUT IT(/*E	
2	LR	Q7+/RR5*E	
3	BR	QUEST*E	
6D*E			
1	DT	6,0+/2,6+/40,0+/+/*E	
2	DT	6,0+/2,6+/40,0+/(W)HAT WOULD YOU LIKE TO FORGET(/*E	
3	LR	Q7+/RR5*E	



4	BR	QUEST*E	
6E*E			
1	DT	6,0+//2,6+//40,0+/(D)O YOU HAVE SERIOUS FINANCIAL PROBLEMS(/*E	
2	LR	Q7+/RR5*E	
3	BR	QUEST*E	
6F*E			
1	DT	6,0+//2,6+//40,0+/(W)HY(/*E	
2	LR	Q7+/RR5*E	
3	BR	QUEST*E	
Q7*E			
1	PRR	*E	
2	DE	0+//32*E	
3	DT	0,4+//2,0+//21,4+/(M)Y BEST QUALITY IS MY*E	
4	DL	2,26+//14*E	
5	EPI	0,26+//2,0+//14,26+//9999+//99+//*E	
6	FN	ED+/+/D+/+//*E	
7	CA	PERSONALITY+/CC*E	
8	BR	7A*E	
9	CA	FRIEND(8+/)CC*E	
10	BR	7B*E	
11	CA	HUMOR+/CC*E	
12	BR	7C*E	
13	CA	INTELLIGENCE+/CC*E	
14	CB	MIND+/CC*E	
15	BR	7D*E	
16	CA	SINCERITY+/CC*E	
17	CB	HONESTY+/CC*E	
18	BR	7E*E	
19	CA	UNDERSTANDING+/CC*E	
20	BR	7F*E	
21	CA	PERSEVERANCE+/CC*E	
22	CB	DETERMINATION+/CC*E	
23	BR	7G*E	
24	CA	DISPOSITION+/CC*E	
25	CB	ATTITUDE+/CC*E	
26	BR	7H*E	





27 CA SMILE+/CC\*E  
 28 BR 7I\*E  
 29 CA EYES+/CC\*E  
 30 BR 7J\*E  
 31 CA PATIENCE+/CC\*E  
 32 BR 7K\*E  
 33 UN UU\*E  
 34 DT 6,0+/2,6+/40,0+/(H)OW ABOUT TELLING ME MORE ABOUT IT(\*E  
 35 LR Q8+/RR5\*E  
 36 BR QUEST\*E  
 7A\*E  
 1 DT 6,0+/2,6+/40,0+/(T)HAT COVERS A LOT OF THINGS. (P)LEASE\*E  
 2 DT ,0+/2,+/40,0+/EXPLAIN.\*E  
 3 LR Q8+/RR5\*E  
 4 BR QUEST\*E  
 7B\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU DO WHEN OTHERS DON'T RESPOND(\*E  
 2 DT ,0+/2,+/40,0+/TO YOU(\*E  
 3 LR Q8+/RR5\*E  
 4 BR QUEST\*E  
 7C\*E  
 1 DT 6,0+/2,6+/40,0+/(D)O YOU MEAN SENSE OF HUMOR OR GOOD--\*E  
 2 DT ,0+/2,+/40,0+/HUMORED(\*E  
 3 LR Q8+/RR5\*E  
 4 BR QUEST\*E  
 7D\*E  
 1 DT 6,0+/2,6+/40,0+/(A)RE YOU MORE INTERESTED IN ABSTRACT OR\*E  
 2 DT ,0+/2,+/40,0+/PRACTICAL IDEAS(\*E  
 3 LR Q8+/RR5\*E  
 4 BR QUEST\*E  
 7E\*E  
 1 DT 6,0+/2,6+/40,0+/(D)OES THIS SOMETIMES MAKE THINGS SOCIAL--\*E  
 2 DT ,0+/2,+/40,0+/LY AWKWARD FOR YOU(\*E  
 3 LR Q8+/RR5\*E  
 4 BR QUEST\*E  
 7F\*E



1	DT	6,0+/2,6+/40,0+/(I)N WHICH SENSE- INTELLECTUAL OR EMO--*E
2	DT	,0+/2,+/40,0+//TIONAL(/*E
3	LR	Q8+/RR5*E
4	BR	QUEST*E
7G*E		
1	DT	6,0+/2,6+/40,0+/(D)O YOU SOMETIMES PERSIST UNREASONABLY(/*E
2	LR	Q8+/RR5*E
3	BR	QUEST*E
7H*E		
1	DT	6,0+/2,6+/40,0+/(D)O OTHER PEOPLE SOMETIMES TAKE ADVANTAGE*E
2	DT	,0+/2,+/40,0+//OF THIS(/*E
3	LR	Q8+/RR5*E
4	BR	QUEST*E
7I*E		
1	DT	6,0+/2,6+/40,0+/(I)S IT GENUINE OR DO YOU FEEL A LITTLE *E
2	DT	,0+/2,+/40,0+//PHONY SOMETIMES(/*E
3	LR	Q8+/RR5*E
4	BR	QUEST*E
7J*E		
1	DT	6,0+/2,6+/40,0+/(H)OW DO YOU USE THEM TO ADVANTAGE(/*E
2	LR	Q8+/RR5*E
3	BR	QUEST*E
7K*E		
1	DT	6,0+/2,6+/40,0+/(W)HAT MAKES THE MOST DEMAND ON YOUR PA--*E
2	DT	,0+/2,+/40,0+//TIENCE(/*E
3	LR	Q8+/RR5*E
4	BR	QUEST*E
Q8*E		
1	PRR	*E
2	DE	0+/32*E
3	DT	0,4+/2,0+//11,4+/(D)ARKNESS IS*E
4	DL	2,16+/15*E
5	EPI	0,16+/2,0+//15,16+/9999+/99+/*E
6	FN	ED+/+/D+/+//*E
7	WA	DARK+/WW*E
8	DT	6,0+/2,6+/40,0+/(B)Y DEFINITION. (P)LEASE USE ANOTHER WORD.*E



9	WB	BLACK+/WW*E	
10	WB	NIGHT+/WW*E	
11	DT	6,0+/2,6+/40,0+/(P)LEASE USE A MORE DESCRIPTIVE WORD.*E	
12	CA	PEACE(8+/)CC*E	
13	BR	8A*E	
14	CA	REST(8+/)CC*E	
15	CB	SOOTHING+/CC*E	
16	CB	RELAXING+/CC*E	
17	BR	8A*E	
18	CA	COMFORT(8+/)CC*E	
19	BR	8B*E	
20	CA	BEAUT(8+/)CC*E	
21	BR	8B*E	
22	CA	QUIT(8+/)CC*E	
23	CA	QUIET(8+/)CC*E	
24	BR	8B*E	
25	CA	PLEAS(8+/)CC*E	
26	CB	NICE+/CC*E	
27	CB	GOOD+/CC*E	
28	CB	WONDERFUL+/CC*E	
29	BR	8C*E	
30	CA	FRIGHT(8+/)CC*E	
31	CB	SCARY+/CC*E	
32	BR	8D*E	
33	CA	MYSTER(8+/)CC*E	
34	BR	8E*E	
35	CA	DEPRES(8+/)CC*E	
36	BR	8F*E	
37	CA	LONE(8+/)CC*E	
38	BR	8G*E	
39	CA	IGNOR(8+/)CC*E	
40	BR	8H*E	
41	CA	UNCERT(8+/)CC*E	
42	BR	8H*E	
43	UN	UU*E	
44	DT	6,0+/2,6+/40,0+/(W)HY DO YOU SAY THIS(/*E	



45 LR Q9+/RR5\*E  
 46 BR QUEST\*E  
 8A\*E  
 1 DT 6,0+/2,6+/40,0+/(A)RE YOU LESS OF A 'NIGHT-OWL' THAN\*E  
 2 DT ,0+/2,+/40,0+/MOST PEOPLE(/\*E  
 3 LR Q9+/RR5\*E  
 4 BR QUEST\*E  
 8B\*E  
 1 DT 6,0+/2,6+/40,0+/(P)LEASE EXPLAIN.\*E  
 2 LR Q9+/RR5\*E  
 3 BR QUEST\*E  
 8C\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU LIKE ABOUT IT(/\*E  
 2 LR Q9+/RR5\*E  
 3 BR QUEST\*E  
 8D\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT ARE YOU AFRAID OF(/\*E  
 2 LR Q9+/RR5\*E  
 3 BR QUEST\*E  
 8E\*E  
 1 DT 6,0+/2,6+/40,0+/(D)OES THIS FRIGHTEN OR EXCITEYOU(/\*E  
 2 LR Q9+/RR5\*E  
 3 BR QUEST\*E  
 8F\*E  
 1 DT 6,0+/2,6+/40,0+/(D)O YOU MEAN LONELY OR SAD(/\*E  
 2 EP ,0+/2,+/40,0+//+/99+/\*E  
 3 PA 20\*E  
 4 BR 8B\*E  
 5 EP ,0+/2,+/40,0+//+/99+/\*E  
 6 BR Q9\*E  
 8G\*E  
 1 DT 6,0+/2,6+/40,0+/(A)RE YOU EVER LONELY DURING THE DAY(/\*E  
 2 LR Q9+/RR5\*E  
 3 BR QUEST\*E  
 8H\*E  
 1 DT 6,0+/2,6+/40,0+/(H)OW DOES UNCERTAINTY MAKE YOU FEEL(/\*E





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2 LR Q9+/RR5*E
3 BR QUEST*E
Q9*E
1 PRR *E
2 DE 0+/32*E
3 DTI 0,20+/2,0+/17,20+/LEADS TO SUCCESS. *E
4 DL 2,4+/15*E
5 EPI 0,4+/2,0+/15,4+/9999+/99+/*E
6 FN ED+/+/D+/+//*E
7 CA WORK+/CC*E
8 CB EFFORT+/CC*E
9 BR 9A*E
10 CA AMBITION+/CC*E
11 CB DESIRE+/CC*E
12 BR 9B*E
13 CA PERSEVER(8+/)CC*E
14 CB DETERMINATION+/CC*E
15 CB DILIGENCE+/CC*E
16 BR 9C*E
17 CA PERSIST(8+/)CC*E
18 BR 9C*E
19 CA HAPPINESS+/CC*E
20 BR 9D*E
21 CA EDUCATION+/CC*E
22 BR 9E*E
23 CA KNOWLEDGE+/CC*E
24 BR 9F*E
25 CA MONEY+/CC*E
26 BR 9G*E
27 CA STUDY+/CC*E
28 BR 9H*E
29 CA INTELLIGENCE+/CC*E
30 BR 9I*E
31 UN UU*E
32 DT 6,0+/2,6+/40,0+/((C)AN YOU EXPLAIN FURTHER(/*E
33 LR Q10+/RR5*E

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34
9A*E  BR QUEST*E
      1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU WORK HARDEST FOR(*E
      2 LR Q10+//RR5*E
      3 BR QUEST*E
9B*E  1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU WANT MOST(*E
      2 LR Q10+//RR5*E
      3 BR QUEST*E
9C*E  1 DT 6,0+/2,6+/40,0+/(D)O YOU HAVE THIS KIND OF DETERMINATION(*E
      2 LR Q10+//RR5*E
      3 BR QUEST*E
9D*E  1 DT 6,0+/2,6+/40,0+/(D)O YOU MEAN THAT HAPPINESS IS SUCCESS(*E
      2 LR Q10+//RR5*E
      3 BR QUEST*E
9E*E  1 DT 6,0+/2,6+/40,0+/(I)S THIS WHY YOU ARE IN COLLEGE(*E
      2 LR Q10+//RR5*E
      3 BR QUEST*E
9F*E  1 DT 6,0+/2,6+/40,0+/(D)O YOU MEAN FORMAL EDUCATION(*E
      2 LR Q10+//RR5*E
      3 BR QUEST*E
9G*E  1 DT 6,0+/2,6+/40,0+/(D)O YOU MEAN THAT SUCCESS IS HAVING MONEY(*E
      2 LR Q10+//RR5*E
      3 BR QUEST*E
9H*E  1 DT 6,0+/2,6+/40,0+/(W)HAT GOALS DO YOU HAVE BEYOND COLLEGE(*E
      2 LR Q10+//RR5*E
      3 BR QUEST*E
9I*E  1 DT 6,0+/2,6+/40,0+/(I)S THAT ALL IT TAKES TO SUCCEED(*E
      2 LR Q10+//RR5*E

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3	BR	QUEST*E
Q10*E		
1	PRR	*E
2	DE	0+/32*E
3	DTI	0,22+/2,0+/15,22+/MAKES ME CRY.*E
4	DL	2,4+/17*E
5	EPI	0,4+/2,0+/17,4+/9999+/99+/*E
6	FN	ED+/+/,D+/+//*E
7	CA	STUPID(8+/)CC*E
8	CB	INCOMPETENCE+/CC*E
9	CB	SELFISHNESS+/CC*E
10	BR	10A*E
11	CA	INCONSIDERAT(8+/)CC*E
12	BR	10A*E
13	CA	IGNORANCE+/CC*E
14	BR	10B*E
15	CA	FAIL(8+/)CC*E
16	BR	10C*E
17	CA	PREJUDICE+/CC*E
18	CB	INJUSTICE+/CC*E
19	BR	10D*E
20	CA	LAZINESS +/CC*E
21	BR	10E*E
22	CA	CONCEIT+/CC*E
23	BR	10F*E
24	CA	LYING+/CC*E
25	CB	CHEATING+/CC*E
26	CB	INSINCERITY+/CC*E
27	CB	HYPOCRI(8+/)CC*E
28	BR	10G*E
29	CA	NOTHING+/CC*E
30	BR	10H*E
31	CA	CRUEL(8+/)CC*E
32	BR	10I*E
33	CA	PEOPLE+/CC*E
34	BR	10J*E





35 WA YOU+/WW\*E  
36 WB THIS+/WW\*E  
37 WB TYPING+/WW\*E  
38 WB QUESTION+/WW\*E  
39 WB COMPUTER+/WW\*E  
40 WB (IBM+/)WW\*E  
41 DT 6,0+/2,6+/40,0+/(W)ISE GUYS, COLLITCH KIDS... (Y)OU MAKE ME\*E  
42 DT ,0+/2,+/40,0+/SO MAD. (E)XCUSE ME. (P)LEASE GIVE ANOTHER\*E  
43 DT ,0+/2,+/40,0+/ONE-WORD RESPONSE.\*E  
44 UN UU\*E  
45 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU MEAN(/\*E  
46 LR Q11+/RR5\*E  
47 BR QUEST\*E  
10A\*E  
1 DT 6,0+/2,6+/40,0+/(G)IVE ME AN EXAMPLE.\*E  
2 LR Q11+/RR5\*E  
3 BR QUEST\*E  
10B\*E  
1 DT 6,0+/2,6+/40,0+/(D)O YOU MEAN LACK OF KNOWLEDGE OR\*E  
2 DT ,0+/2,+/40,0+/STUPIDITY+/\*E  
3 LR Q11+/RR5\*E  
4 BR QUEST\*E  
10C\*E  
1 DT 6,0+/2,6+/40,0+/(Y)OUR OWN OR OTHERS(/\*E  
2 LR Q11+/RR5\*E  
3 BR QUEST\*E  
10D\*E  
1 DT 6,0+/2,6+/40,0+/(H)AVE YOU OR THOSE CLOSE TO YOU EVER\*E  
2 DT ,0+/2,+/40,0+/BEEN A VICTIM OF IT+/\*E  
3 LR Q11+/RR5\*E  
4 BR QUEST\*E  
10E\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT KIND OF PEOPLE ARE LAZIEST(/\*E  
2 LR Q11+/RR5\*E  
3 BR QUEST\*E  
10F\*E



1 DT 6,0+/2,6+/40,0+/(W)HAT ARE SUCH PEOPLE USUALLY CONCEIT--\*E  
 2 DT ,0+/2,+/40,0+/ED ABOUT(/\*E  
 3 LR Q11+/RR5\*E  
 4 BR QUEST\*E  
 10G\*E  
 1 DT 6,0+/2,6+/40,0+/(A)RE MANY OF YOUR ACQUAINTANCES GUILTY\*E  
 2 DT ,0+/2,+/40,0+/OF THIS(/\*E  
 3 LR Q11+/RR5\*E  
 4 BR QUEST\*E  
 10H\*E  
 1 DT 6,0+/2,6+/40,0+/(D)ON'T YOU EVER GET ANGRY AT ANYTHING(/\*E  
 2 LR Q11+/RR5\*E  
 3 BR QUEST\*E  
 10I\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT KIND OF CRUELTY BOTHERS YOU\*E  
 2 DT ,0+/2,+/40,0+/MOST(/\*E  
 3 LR Q11+/RR5\*E  
 4 BR QUEST\*E  
 10J\*E  
 1 DT 6,0+/2,6+/40,0+/(A)LL PEOPLE, OR CERTAIN KINDS PARTICU--\*E  
 2 DT ,0+/2,+/40,0+/LARLY(/\*E  
 3 EP ,0+/2,+/40,0+/+/99+/\*E  
 4 BR Q11\*E  
 Q11\*E  
 1 PRR \*E  
 2 DE 0+/32\*E  
 3 DT 0,4+/2,0+/21,4+/(T)HE AVERAGE PERSON IS\*E  
 4 DL 2,26+/14\*E  
 5 EPI 0,26+/2,0+/14,26+/9999+/99+/\*E  
 6 FN ED+/+/D+/+//\*E  
 7 WA AVERAGE+/W\*E  
 8 DT 6,0+/2,6+/40,0+/(B)Y DEFINITION. (P)LEASE USE ANOTHER WORD.\*E  
 9 CA FRIENDLY+/CC\*E  
 10 BR 11B\*E  
 11 CA INTELLIGENT+/CC\*E  
 12 CB SMART+/CC\*E



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13 BR 11C*E
14 CA HAPPY+/CC*E
15 BR 11D*E
16 CA NICE+/CC*E
17 CB LIKEABLE+/CC*E
18 BR 11E*E
19 CA GOOD+/CC*E
20 BR 11F*E
21 WA NORMAL+/WW*E
22 WB (OK+/)WW*E
23 WB OK+/WW*E
24 DT 6,0+/2,6+/40,0+/(P)LEASE USE A MORE DESCRIPTIVE WORD.*E
25 CA INTERESTING+/CC*E
26 BR 11H*E
27 CA DULL+/CC*E
28 BR 11I*E
29 CA STUPID+/CC*E
30 BR 11J*E
31 CA LAZY+/CC*E
32 BR 11K*E
33 CA MEDIOCRE+/CC*E
34 BR 11L*E
35 CA NOT+/CC*E
36 CB NOEXISTENT+/CC*E
37 BR 11N*E
38 UN UU*E
39 DT 6,0+/2,6+/40,0+/(H)OW WOULD YOU EXPLAIN THIS(/*E
40 LR Q12+/RR5*E
41 BR QUEST*E
11B*E
1 DT 6,0+/2,6+/40,0+/(D)O YOU MAKE FRIENDS EASILY(/*E
2 EP ,0+/2,+/40,0+//+99+/*E
3 BR Q12*E
11C*E
1 DT 6,0+/2,6+/40,0+/(W)HAT MAKES YOU THINK SO(/*E
2 LR Q12+/RR5*E

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3 BR QUEST\*E  
 11D\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT MAKES HIM HAPPY(/\*E  
 2 LR Q12+/RR5\*E  
 3 BR QUEST\*E  
 11E\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT KINDS OF PEOPLE DO YOU LIKE BEST(/\*E  
 2 LR Q12+/RR5\*E  
 3 BR QUEST\*E  
 11F\*E  
 1 DT 6,0+/2,6+/40,0+/(M)ORALLY, OR DO YOU MEAN SOMETHING ELSE(/\*E  
 2 EP ,0+/2,+/40,0+//+99+/\*E  
 3 BR Q12\*E  
 11H\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU FIND MOST INTERESTING IN\*E  
 2 DT ,0+/2,+/40,0+//OTHER PEOPLE(/\*E  
 3 LR Q12+/RR5\*E  
 4 BR QUEST\*E  
 11I\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT KINDS OF PEOPLE DO NOT BORE YOU(/\*E  
 2 LR Q12+/RR5\*E  
 3 BR QUEST\*E  
 11J\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT WAY PARTICULARLY(/\*E  
 2 LR Q12+/RR5\*E  
 3 BR QUEST\*E  
 11K\*E  
 1 DT 6,0+/2,6+/40,0+/(A)RE YOU MORE AMBITIOUS THAN MOST PEOPLE(/\*E  
 2 EP ,0+/2,+/40,0+//+99+/\*E  
 3 BR Q12\*E  
 11L\*E  
 1 DT 6,0+/2,6+/40,0+/(T)HAT IS KIND OF A PUT DOWN. (P)LEASE\*E  
 2 DT ,0+/2,+/40,0+//EXPLAIN.\*E  
 3 LR Q12+/RR5\*E  
 4 BR QUEST\*E  
 11N\*E





1 DT 6,0+//2,6+//40,0+/(W)ELL THEN, WHAT DO MOST PEOPLE HAVE IN\*E  
 2 DT ,0+//2,+//40,0+//COMMON(/\*E  
 3 LR Q12+//RR5\*E  
 4 BR QUEST\*E

Q12\*E

1 PRR \*E  
 2 DE 0+//32\*E  
 3 DT 0,4+//2,0+//29,4+/(S)ECRETLY, (I )OFTEN DREAM ABOUT\*E  
 4 DL 4,7+//15\*E  
 5 EPI 2,7+//2,2+//15,7+//9999+//99+//\*E  
 6 FN ED+//+,D+//+//\*E  
 7 CA MARRIAGE+//CC\*E  
 8 BR 12A\*E  
 9 CA SUCCE(8+//)CC\*E  
 10 BR 12B\*E  
 11 CA GIRLS+//CC\*E  
 12 CB BOYS+//CC\*E  
 13 CB MEN+//CC\*E  
 14 CB WOMEN+//CC\*E  
 15 BR 12C\*E  
 16 CA NOTHING+//CC\*E  
 17 BR 12D\*E  
 18 CA FUTURE+//CC\*E  
 19 BR 12E\*E  
 20 CA LOVE+//CC\*E  
 21 BR 12F\*E  
 22 CA MONEY+//CC\*E  
 23 CB WEALTH+//CC\*E  
 24 BR 12G\*E  
 25 CA SEX+//CC\*E  
 26 BR 12H\*E  
 27 CA TRAVEL(8+//)CC\*E  
 28 BR 12I\*E  
 29 CA LIFE+//CC\*E  
 30 BR 12J\*E  
 31 CA FAME+//CC\*E



32	BR	12K*E	
33	CA	HAPPINESS+/CC*E	
34	BR	12L*E	
35	CA	PEOPLE+/CC*E	
36	BR	12M*E	
37	CA	DEATH+/CC*E	
38	BR	12N*E	
39	UN	UU*E	
40	DT	6,0+/2,6+/40,0+/(I)'D LIKE TO KNOW MORE ABOUT IT.*E	
41	LR	Q13+/RR5*E	
42	BR	QUEST*E	
12A*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT APPEALS TO YOU ABOUT BEING MARRIED(/*E	
2	LR	Q13+/RR5*E	
3	BR	QUEST*E	
12B*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT KIND OF SUCCESS(/*E	
2	LR	Q13+/RR5*E	
3	BR	QUEST*E	
12C*E			
1	DT	6,0+/2,6+/40,0+/(I)N WHAT WAY, SEXUAL, ROMANTIC OR WHAT(/*E	
2	EP	,0+/2,+/40,0+//+/99+/*E	
3	BR	Q13*E	
12E*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT KIND OF A FUTURE DO YOU SEE(/*E	
2	EP	,0+/2,+/40,0+//+/99+/*E	
3	BR	Q13*E	
12D*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT DO YOU DAYDREAM ABOUT(/*E	
2	LR	Q13+/RR5*E	
3	BR	QUEST*E	
12F*E			
1	DT	6,0+/2,6+/40,0+/(S)XUAL OR ROMANTIC(/*E	
2	EP	,0+/2,+/40,0+//+/99+/*E	
3	BR	Q13*E	
12G*E			



1 DT 6,0+/2,6+/40,0+/(W)HAT WOULD YOU DO ABOUT IT(\*E  
 2 LR Q13+//RR5\*E  
 3 BR QUEST\*E  
 12H\*E

1 DT 6,0+/2,6+/40,0+/(P)LEASE TELL ME MORE ABOUT THAT.\*E  
 2 LR Q13+//RR5\*E  
 3 BR QUEST\*E  
 12I\*E

1 DT 6,0+/2,6+/40,0+/(W)HERE TO(/ A)LONE(\*E  
 2 LR Q13+//RR5\*E  
 3 BR QUEST\*E  
 12J\*E

1 DT 6,0+/2,6+/40,0+/(T)HAT IS QUITE VAGUE. (P)LEASE EXPLAIN.\*E  
 2 LR Q13+//RR5\*E  
 3 BR QUEST\*E  
 12K\*E

1 DT 6,0+/2,6+/40,0+/(W)HAT WOULD YOU LIKE TO BE FAMOUS FOR\*E  
 2 LR Q13+//RR5\*E  
 3 BR QUEST\*E  
 4 EP ,0+/2,+/40,0+//99+//\*E  
 12L\*E

1 DT 6,0+/2,6+/40,0+/(W)HAT WOULD MAKE YOU HAPPIEST(\*E  
 2 EP ,0+/2,+/40,0+//99+//\*E  
 3 BR Q13\*E  
 12M\*E

1 DT 6,0+/2,6+/40,0+/(W)HAT KINDS OF PEOPLE(\*E  
 2 EP ,0+/2,+/40,0+//99+//\*E  
 3 BR Q13\*E  
 12N\*E

1 DT 6,0+/2,6+/40,0+/(D)O YOU MEAN DYING OR THE AFTER-LIFE\*E  
 2 DT ,0+/2,+/40,0+//OR WHAT(\*E  
 3 EP ,0+/2,+/40,0+//99+//\*E  
 4 BR Q13\*E  
 Q13\*E

1 PRR \*E  
 2 DE 0+/32\*E





3	DT	0,4+/2,0+/14,4+/(M)OST WOMEN ARE*E
4	DL	2,19+/15*E
5	EPI	0,19+/2,0+/15,19+/9999+/99+/*E
6	FN	ED+/+/,D+/+//*E
7	CA	PRETTY+/CC*E
8	CB	BEAUTIFUL+/CC*E
9	BR	13A+/S10+/1*E
10	BR	13B*E
11	CA	NICE+/CC*E
12	BR	13C*E
13	CA	ATTRACTIVE+/CC*E
14	BR	13D+/S10+/1*E
15	BR	13E*E
16	CA	FICKLE+/CC*E
17	BR	13F+/S10+/1*E
18	BR	13G*E
19	CA	FEMININE+/CC*E
20	BR	13M*E
21	CA	FRIENDLY+/CC*E
22	BR	13I+/S10+/1*E
23	BR	13J*E
24	CA	VAIN+/CC*E
25	BR	13K*E
26	CA	INTELLIGENT+/CC*E
27	CB	KIND+/CC*E
28	BR	13L*E
29	CA	MARRIED+/CC*E
30	BR	13M*E
31	CA	GOOD+/CC*E
32	BR	13N*E
33	CA	CONCEITED+/CC*E
34	BR	13P*E
35	CA	TALKATIVE+/CC*E
36	BR	13Q*E
37	CA	SILLY+/CC*E
38	BR	13R*E



39 UN UU\*E  
 40 DT 6,0+/2,6+/40,0+/(H)OW ABOUT TELLING ME MORE ABOUT IT(/\*E  
 41 LR Q14+/RR5\*E  
 42 BR QUEST\*E  
 13A\*E  
 1 DT 6,0+/2,6+/40,0+/(A)RE YOU(/\*E  
 2 EP ,0+/2,+/40,0+//99+/\*E  
 3 BR Q14\*E  
 13B\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT MAKES A WOMAN BEAUTIFUL(/\*E  
 2 EP ,0+/2,+/40,0+//99+/\*E  
 3 BR Q14\*E  
 13C\*E  
 1 DT 6,0+/2,6+/40,0+/(P)LEASE EXPLAIN.\*E  
 2 LR Q14+/RR5\*E  
 3 BR QUEST\*E  
 13D\*E  
 1 DT 6,0+/2,6+/40,0+/(D)O YOU ATTRACT MEN(/\*E  
 2 EP ,0+/2,+/40,0+//99+/\*E  
 3 BR Q14\*E  
 13E\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU FIND MOST ATTRACTIVE ABOUT\*E  
 2 DT ,0+/2,+/40,0+//THEM(/\*E  
 3 EP ,0+/2,+/40,0+//99+/\*E  
 4 BR Q14\*E  
 13F\*E  
 1 DT 6,0+/2,6+/40,0+/(D)O YOU ACT THIS WAY VERY OFTEN(/\*E  
 2 EP ,0+/2,+/40,0+//99+/\*E  
 3 BR Q14\*E  
 13G\*E  
 1 DT 6,0+/2,6+/40,0+/(H)AVE YOU BEEN A VICTIM OF THIS(/\*E  
 2 EP ,0+/2,+/40,0+//99+/\*E  
 3 BR Q14\*E  
 13H\*E  
 1 DT 6,0+/2,6+/40,0+/(T)HAT SEEMS REDUNDANT. (P)LEASE EXPLAIN.\*E  
 2 LR Q14+/RR5\*E



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3      BR      QUEST*E
131*E
1      DT      6,0+/2,6+/40,0+/(D)O YOU MAKE FRIENDS EASILY(/*E
2      EP      9,0+/2,+/40,0+//+/99+//*E
3      BR      Q14*E

13J*E
1      DT      6,0+/2,6+/40,0+/(D)O YOU LIKE WOMEN AS FRIENDS(/*E
2      EP      9,0+/2,+/40,0+//+/99+//*E
3      BR      Q14*E

13K*E
1      DT      6,0+/2,6+/40,0+/(C)AN YOU GIVE ME AN EXAMPLE OF THIS(/*E
2      LR      Q14+/RR5*E
3      BR      QUEST*E

13L*E
1      DT      6,0+/2,6+/40,0+/(M)ORE OR LESS THAN MOST MEN(/*E
2      EP      9,0+/2,+/40,0+//+/99+//*E
3      BR      Q14*E

13M*E
1      DT      6,0+/2,6+/40,0+/(A)RE YOU OR WOULD YOU LIKE TO BE(/*E
2      EP      9,0+/2,+/40,0+//+/99+//*E
3      BR      Q14*E

13N*E
1      DT      6,0+/2,6+/40,0+/(Y)OU MEAN MORALLY OR SOMETHING ELSE(/*E
2      EP      9,0+/2,+/40,0+//+/99+//*E
3      BR      Q14*E

13O*E
1      DT      6,0+/2,6+/40,0+/(W)HAT ARE THEY USUALLY CONCEITED ABOUT(/*E
2      EP      9,0+/2,+/40,0+//+/99+//*E
3      BR      Q14*E

13P*E
1      DT      6,0+/2,6+/40,0+/(W)HAT DO YOU FIND MOST INTERESTING ABOUT*E
2      DT      9,0+/2,+/40,0+//THEM(/*E
3      LR      Q14+/RR5*E
4      BR      QUEST*E

13Q*E
1      DT      6,0+/2,6+/40,0+/(D)O YOU CONSIDER THIS GOOD OR BAD, GENE--*E

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2      ,0+/2,+ /40,0+/RALLY(/*E
3      ,0+/2,+ /40,0+/+/99+/*E
4      BR  Q14*E
13R*E
1      DT  6,0+/2,6+/40,0+/(D)O YOU MEAN NOT SERIOUS OR SOMETHING *E
2      DT  ,0+/2,+ /40,0+/ELSE(/*E
3      LR  Q14+/RR5*E
4      BR  QUEST*E
Q14*E
1      PRR  *E
2      DE  0+/32*E
3      DT  0,4+/2,0+/14,4+/ (I )AM AFRAID OF*E
4      DL  2,19+/15*E
5      EPI  0,19+/2,0+/15,19+/9999+/99+/*E
6      FN  ED+/+/,D+/+//*E
7      CA  FAIL(8+/)CC*E
8      CB  FLUNKING+/CC*E
9      BR  14A*E
10     CA  NOTHING+/CC*E
11     BR  14B*E
12     CA  SNAKES+/CC*E
13     CB  SPIDER(8+/)CC*E
14     CB  BUGS+/CC*E
15     BR  14C*E
16     CA  DEATH+/CC*E
17     BR  14D*E
18     CA  LITTLE+/CC*E
19     BR  14E*E
20     CA  LONELINESS+/CC*E
21     BR  14F*E
22     CA  WAR+/CC*E
23     BR  14G*E
24     CA  HEIGHT(8+/)CC*E
25     BR  14H*E
26     CA  DARKNESS+/CC*E
27     BR  14I*E

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28 CA FEAR+/CC\*E  
 29 BR 14J\*E  
 30 CA FUTURE+/CC\*E  
 31 BR 14K\*E  
 32 CA MYSELF+/CC\*E  
 33 CB ME+/CC\*E  
 34 BR 14L\*E  
 35 UN UU\*E  
 36 DT 6,0+/2,6+/40,0+/(A)RE YOU LIKELY TO FAIL(/\*E  
 37 LR Q15+/RR5\*E  
 38 BR QUEST\*E  
 14A\*E  
 1 DT 6,0+/2,6+/40,0+/(A)RE YOU LIKELY TO FAIL(/\*E  
 2 EP ,0+/2,+/40,0+//+/99+//\*E  
 3 BR Q15\*E  
 148\*E  
 1 DT 6,0+/2,6+/40,0+/(W)ELL THEN, WHAT WORRIES YOU THE MOST(/\*E  
 2 EP ,0+/2,+/40,0+//+/99+//\*E  
 3 BR Q15\*E  
 14C\*E  
 1 DT 6,0+/2,6+/40,0+/(H)AVE YOU EVER BEEN BITTEN BY ONE(/\*E  
 2 EP ,0+/2,+/40,0+//+/99+//\*E  
 3 BR Q15\*E  
 14D\*E  
 1 DT 6,0+/2,6+/40,0+/(H)AVE YOU EVER BEEN CLOSE TO IT(/\*E  
 2 EP ,0+/2,+/40,0+//+/99+//\*E  
 3 BR Q15\*E  
 14E\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU FEAR MOST(/\*E  
 2 EP ,0+/2,+/40,0+//+/99+//\*E  
 3 BR Q15\*E  
 14F\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU DO TO AVOID THIS FEELING(/\*E  
 2 LR Q15+/RR5\*E  
 3 BR QUEST\*E  
 14G\*E



1 DT 6,0+/2,6+/40,0+/(I)S IT FEAR OF DEATH, PAIN OR SOMETHING\*E  
 2 DT 0,0+/2,+/40,0+//ELSE(/\*E  
 3 EP 0,0+/2,+/40,0+//+/99+//\*E  
 4 BR Q15\*E  
 14H\*E  
 1 DT 6,0+/2,6+/40,0+/(H)AVE YOU ALWAYS BEEN, OR HAS IT DEVELOP--\*E  
 2 DT 0,0+/2,+/40,0+//ED RECENTLY(/\*E  
 3 EP 0,0+/2,+/40,0+//+/99+//\*E  
 4 BR Q15\*E  
 14I\*E  
 1 DT 6,0+/2,6+/40,0+/(C)AN YOU EXPLAIN WHY(/\*E  
 2 LR Q15+//RR5\*E  
 3 BR QUEST\*E  
 14J\*E  
 1 DT 6,0+/2,6+/40,0+/(A)FRAID OF SHOWING IT, OR DO YOU MEAN \*E  
 2 DT 0,0+/2,+/40,0+//SOMETHING ELSE(/\*E  
 3 EP 0,0+/2,+/40,0+//+/99+//\*E  
 4 BR Q15\*E  
 14K\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT ARE YOU AFRAID MIGHT HAPPEN(/\*E  
 2 LR Q15+//RR5\*E  
 3 BR QUEST\*E  
 14L\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT ABOUT YOU, IS THERE TO FEAR(/\*E  
 2 LR Q15+//RR5\*E  
 3 BR QUEST\*E  
 Q15\*E  
 1 PRR \*E  
 2 DE 0+/32\*E  
 3 DT 0,4+/2,0+//10,4+/(M)Y BODY IS\*E  
 4 DL 2,15+//15\*E  
 5 EPI 0,15+/2,0+//15,15+/9999+/99+//\*E  
 6 FN ED+//+,D+//+//\*E  
 7 CA HEALTHY+/CC\*E  
 8 CB SOUND+/CC\*E  
 9 CB FIT+/CC\*E



10	BR	15A*E	
11	CA	MINE+/CC*E	
12	BR	15B*E	
13	CA	STRONG+/CC*E	
14	BR	15C*E	
15	CA	AVERAGE+/CC*E	
16	CB	NORMAL+/CC*E	
17	CB	ADEQUATE+/CC*E	
18	BR	15D*E	
19	CA	SMALL+/CC*E	
20	CB	BIG+/CC*E	
21	CB	THIN+/CC*E	
22	CB	FAT+/CC*E	
23	CB	LARGE+/CC*E	
24	CB	SKINNY+/CC*E	
25	BR	15E*E	
26	CA	CLEAN+/CC*E	
27	BR	15F*E	
28	CA	WEAK+/CC*E	
29	CB	TIRED+/CC*E	
30	BR	15G*E	
31	CA	IMPORTANT+/CC*E	
32	BR	15H*E	
33	CA	GOOD+/CC*E	
34	BR	15I*E	
35	CA	SACRED+/CC*E	
36	BR	15J*E	
37	CA	ACTIVE+/CC*E	
38	BR	15K*E	
39	CA	NICE+/CC*E	
40	CB	BEAUTIFUL+/CC*E	
41	CB	SEXY+/CC*E	
42	CB	PROPORTION(8+/)CC*E	
43	BR	15L*E	
44	UN	UU*E	
45	DT	6,0+/2,6+/40,0+/(C)AN YOU EXPLAIN FURTHER(/*E	





46 LR Q16+//RR5\*E  
47 BR QUEST\*E  
15A\*E  
1 DT 6,0+/2,6+/40,0+/(A)RE YOU ESPECIALLY CAREFUL ABOUT STAYING\*E  
2 DT ,0+/2,+/40,0+//HEALTHY(/\*E  
3 EP ,0+/2,+/40,0+//+/99+//\*E  
4 BR Q16\*E  
15B\*E  
1 DT 6,0+/2,6+/40,0+/(T)HAT IS AN INTERESTING RESPONSE. (C)AN YOU\*E  
2 DT ,0+/2,+/40,0+//EXPLAIN FURTHER(/\*E  
3 LR Q16+//RR5\*E  
4 BR QUEST\*E  
15C\*E  
1 DT 6,0+/2,6+/40,0+/(D)O YOU MEAN HEALTHY OR MUSCULAR(/\*E  
2 EP ,0+/2,+/40,0+//+/99+//+/\*E  
3 CA HEALTHY+//CC\*E  
4 DT ,0+/2,+/40,0+/(A)RE YOU ESPECIALLY CAREFUL ABOUT STAYING\*E  
5 DT ,0+/2,+/40,0+//HEALTHY(/\*E  
6 EP ,0+/2,+/40,0+//+/99+//\*E  
7 BR Q16\*E  
15D\*E  
1 DT 6,0+/2,6+/40,0+/(I)N WHAT WAY IS IT MOST UNUSUAL(/\*E  
2 LR Q16+//RR5\*E  
3 BR QUEST\*E  
15E\*E  
1 DT 6,0+/2,6+/40,0+/(D)OES THIS MAKE YOU FEEL SELF-CONSCIOUS(/\*E  
2 EP ,0+/2,+/40,0+//+/99+//\*E  
3 BR Q16\*E  
15F\*E  
1 DT 6,0+/2,6+/40,0+/(A)RE YOU ESPECIALLY CAREFUL ABOUT CLEAN-\*E  
2 DT ,0+/2,+/40,0+//LINESS(/\*E  
3 EP ,0+/2,+/40,0+//+/99+//\*E  
4 BR Q16\*E  
15G\*E  
1 DT 6,0+/2,6+/40,0+/(I)S THIS TEMPORARY, OR DO YOU USUALLY \*E  
2 DT ,0+/2,+/40,0+//FEEL WORN OUT(/\*E



3 EP 00+/20+/4000+/+/99+/\*E  
 4 BR Q16\*E  
 15H\*E  
 1 DT 600+/206+/4000+/(I)N WHAT WAY(/\*E  
 2 LR Q16+/RR5\*E  
 3 BR QUEST\*E  
 15I\*E  
 1 DT 600+/206+/4000+/(F)OR WHAT, OR IN WHAT WAY(/\*E  
 2 LR Q16+/RR5\*E  
 3 BR QUEST\*E  
 15J\*E  
 1 DT 600+/206+/4000+/(D)O YOU MEAN THIS IN THE RELIGIOUS SENSE(/\*E  
 2 EP 00+/20+/4000+/+/99+/\*E  
 3 BR Q16\*E  
 15K\*E  
 1 DT 600+/206+/4000+/(D)O YOU USUALLY FEEL THIS WAY(/\*E  
 2 EP 00+/20+/4000+/+/99+/\*E  
 3 BR Q16\*E  
 15L\*E  
 1 DT 600+/206+/4000+/(P)LEASE EXPLAIN.\*E  
 2 LR Q16+/RR5\*E  
 3 BR QUEST\*E  
 Q16\*E  
 1 PRR \*E  
 2 DE 00+/32\*E  
 3 DT 004+/200+/3504+/(T)HE MOST IMPORTANT THING IN MY LIFE\*E  
 4 DT 200+/202+/200+/IS\*E  
 5 DL 403+/15\*E  
 6 EPI 203+/202+/1503+/9999+/99+/\*E  
 7 FN ED+/+/D+/+//\*E  
 8 CA HAPPINESS+/CC\*E  
 9 BR 16A\*E  
 10 CA LOVE+/CC\*E  
 11 BR 16B\*E  
 12 CA SUCCESS \*R+/CC\*E  
 13 BR 16C\*E



14	CA	(8)OD+/CC*E	
15	CB	RELIGION+/CC*E	
16	BR	16D*E	
17	WA	LIFE+/WW*E	
18	WB	LIVING+/WW*E	
19	DT	6,0+/2,6+/40,0+/(P)LEASE USE A MORE DESCRIPTIVE WORD.*E	
20	CA	SATISFACTION+/CC*E	
21	BR	16F*E	
22	CA	FAITH+/CC*E	
23	BR	16G*E	
24	CA	EDUCATION +/CC*E	
25	BR	16H*E	
26	UN	UU*E	
27	DT	6,0+/2,6+/40,0+/(W)HAT DO YOU MEAN(/*E	
28	LR	Q17+/RR5*E	
29	BR	QUEST*E	
16A*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT MAKES YOU HAPPY(/*E	
2	LR	Q17+/RR5*E	
3	BR	QUEST*E	
16B*E			
1	DT	6,0+/2,6+/40,0+/(A)RE YOU IN LOVE WITH ANYONE NOW(/*E	
2	EP	,0+/2,+/40,0+//99+/*E	
3	BR	Q17*E	
16C*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT KIND OF SUCCESS(/*E	
2	LR	Q17+/RR5*E	
3	BR	QUEST*E	
16D*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT CHURCH DO YOU ATTEND(/*E	
2	EP	,0+/2,+/40,0+//99+/*E	
3	BR	Q17*E	
16F*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT DOES IT TAKE TO SATISFY YOU(/*E	
2	EP	,0+/2,+/40,0+//99+/*E	
3	BR	Q17*E	



16G\*E DT 6,0+/2,6+/40,0+/(D)O YOU MEAN RELIGIOUS FAITH OR SOMETHING\*E  
1 DT ,0+/2,+/40,0+/ELSE(/\*E  
2 EP ,0+/2,+/40,0+//+//99+//\*E  
3 BR Q17\*E  
4  
16H\*E DT 6,0+/2,6+/40,0+/(W)HY IS EDUCATION IMPORTANT TO YOU(/\*E  
1 LR Q17+/RR5\*E  
2 BR QUEST\*E  
3  
Q17\*E PRR \*E  
1 DE 0+/32\*E  
2 DT 0,4+/2,0+/8,4+/(I )AM NOT\*E  
3 DL 2,13+/15\*E  
4 EPI 0,13+/2,0+//15,13+/9999+/99+//\*E  
5 FN ED+/+/D+/+//+//\*E  
6 CA UNHAPPY+/CC\*E  
7 CB SAD+/CC\*E  
8 BR 17A\*E  
9 CA STUPID+/CC\*E  
10 CB DUMB+/CC\*E  
11 BR 17B\*E  
12 CA HAPPY+/CC\*E  
13 BR 17C\*E  
14 CA AFRAID+/CC\*E  
15 BR 17D\*E  
16 CA CONCEITED+/CC\*E  
17 BR 17E\*E  
18 CA SATISFIED+/CC\*E  
19 BR 17F\*E  
20 CA MEAN+/CC\*E  
21 BR 17G\*E  
22 CA PERFECT+/CC\*E  
23 BR 17H\*E  
24 CA SMART+/CC\*E  
25 CB INTELLIGENT+/CC\*E  
26





27 CB BRILLIANT+/CC\*E  
28 BR 17I\*E  
29 CA MARRIED+/CC\*E  
30 BR 17J\*E  
31 CA BEAUTIFUL+/CC\*E  
32 BR 17K\*E  
33 CA SELFISH+/CC\*E  
34 BR 17L\*E  
35 CA CRAZY+/CC\*E  
36 BR 17M\*E  
37 CA LAZY+/CC\*E  
38 BR 17N\*E  
39 CA RICH+/CC\*E  
40 BR 17O\*E  
41 CA ALONE+/CC\*E  
42 BR 17P\*E  
43 UN UU\*E  
44 DT 6,0+/2,6+/40,0+/(H)OW WOULD YOU EXPLAIN THIS(/\*E  
45 LR Q18+/RR5\*E  
46 BR QUEST\*E  
17A\*E  
1 DT 6,0+/2,6+/40,0+/(D)OES THIS MEAN YOU ARE HAPPY(/\*E  
2 EP ,0+/2,+/40,0+//99+//\*E  
3 CA (8)ES+/CC\*E  
4 BR 17Q\*E  
5 CA (8)O+/CC\*E  
6 BR 17R\*E  
17B\*E  
1 DT 6,0+/2,6+/40,0+/(D)O YOU THINK YOU ARE BRIGHTER THAN\*E  
2 DT ,0+/2,+/40,0+//AVERAGE(/\*E  
3 EP ,0+/2,+/40,0+//99+//\*E  
4 CA (8)ES+/CC\*E  
5 BR 17I\*E  
6 CA (8)O+/CC\*E  
7 BR 17R\*E  
17C\*E



1 DT 6,0+/2,6+/40,0+/(W)HAT MAKES YOU FEEL DEPRESSED(/\*E  
2 LR Q18+/RR5\*E  
3 BR QUEST\*E  
17D\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT ARE YOU NOT AFRAID OF(/\*E  
2 LR Q18+/RR5\*E  
3 BR QUEST\*E  
17E\*E  
1 DT 6,0+/2,6+/40,0+/(D)OES THIS MEAN YOU ARE HUMBLE OR FRIEND--\*E  
2 DT ,0+/2,+/40,0+//LY OR WHAT(/\*E  
3 LR Q18+/RR5\*E  
4 BR QUEST\*E  
17F\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT WOULD IT TAKE TO SATISFY YOU(/\*E  
2 LR Q18+/RR5\*E  
3 BR QUEST\*E  
17G\*E  
1 DT 6,0+/2,6+/40,0+/(D)O YOU GO OUT OF YOUR WAY TO BE KIND TO\*E  
2 DT ,0+/2,+/40,0+//OTHER PEOPLE(/\*E  
3 EP ,0+/2,+/40,0+//+/99+/\*E  
4 BR Q18\*E  
17H\*E  
1 DT 6,0+/2,6+/40,0+/(M)Y WORST FAULT IS ASKING QUESTIONS. (W)HAT\*E  
2 DT ,0+/2,+/40,0+//IS YOURS(/\*E  
3 LR Q18+/RR5\*E  
4 BR QUEST\*E  
17I\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT LEADS YOU TO THIS CONCLUSION(/\*E  
2 LR Q18+/RR5\*E  
3 BR QUEST\*E  
17J\*E  
1 DT 6,0+/2,6+/40,0+/(W)OULD YOU LIKE TO BE(/\*E  
2 EP ,0+/2,+/40,0+//+/99+/\*E  
3 BR Q18\*E  
17K\*E  
1 DT 6,0+/2,6+/40,0+/(W)HY DOES THIS CONCERN YOU(/\*E



2 LR Q18+/RR5\*E  
3 BR QUEST\*E  
17L\*E  
1 DT 6,0+/2,6+/40,0+/(D)O YOU GET OUT OF YOUR WAY TO BE GENER--\*E  
2 DT ,0+/2,+/40,0+/OUS(/\*E  
3 EP ,0+/2,+/40,0+//+/99+/\*E  
4 BR Q18\*E  
17M\*E  
1 DT 6,0+/2,6+/40,0+/(H)AVE YOU EVER HAD DOUBTS ABOUT IT(/\*E  
2 EP ,0+/2,+/40,0+//+/99+/\*E  
3 BR Q18\*E  
17N\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU WORK HARDEST FOR(/\*E  
2 LR Q18+/RR5\*E  
3 BR QUEST\*E  
17O\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU THINK OF RICH PEOPLE(/\*E  
2 LR Q18+/RR5\*E  
3 BR QUEST\*E  
17P\*E  
1 DT 6,0+/2,6+/40,0+/(W)HO ARE YOU THINKING OF(/\*E  
2 EP ,0+/2,+/40,0+//+/99+/\*E  
3 BR Q18\*E  
17Q\*E  
1 DT 6,0+/2,6+/40,0+/(W)HY(/\*E  
2 LR Q18+/RR5\*E  
3 BR QUEST\*E  
17R\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU MEAN(/\*E  
2 LR Q18+/RR5\*E  
3 BR QUEST\*E  
Q18\*E  
1 PRR \*E  
2 DE 0+/32\*E  
3 DT 0,4+/2,0+//11,4+/(W)OMEN OFTEN\*E  
4 DL 2,16+/15\*E





5	DTI	0,32+/2,0+/4,32+/MEN.*E
6	EPI	0,16+/2,0+/15,16+/9999+/99+/*E
7	FN	ED+/+/D+/+//*E
8	CA	LOVE+/CC*E
9	BR	18A*E
10	CA	LIKE+/CC*E
11	CB	ADMIRE+/CC*E
12	BR	18B+/S10+/1*E
13	BR	18C*E
14	CA	MARRY+/CC*E
15	BR	18D*E
16	CA	CHASE+/CC*E
17	BR	18E+/S10+/1*E
18	BR	18F*E
19	CA	USE+/CC*E
20	CB	MISTREAT+/CC*E
21	CB	HURT+/CC*E
22	BR	18G+/S10+/1*E
23	BR	18H*E
24	CA	TEASE+/CC*E
25	BR	18I*E
26	CA	ATTRACT+/CC*E
27	BR	18E+/S10+/1*E
28	BR	18J*E
29	CA	FOOL+/CC*E
30	CB	DECEIVE+/CC*E
31	CB	TRICK+/CC*E
32	BR	18K*E
33	CA	HATE+/CC*E
34	BR	18L*E
35	UN	UU*E
36	DT	6,0+/2,6+/40,0+/(I)'D LIKE TO KNOW MORE ABOUT IT.*E
37	LR	Q19+/RR5*E
38	BR	QUEST*E
18A*E		
1	DT	6,0+/2,6+/40,0+/(A)RE YOU IN LOVE WITH ANYONE NOW(/*E



2 EP ,0+/2,+/40,0+/+/99+/\*E  
3 BR Q19\*E  
18B\*E

1 DT 6,0+/2,6+/40,0+/+(W)HAT DO YOU LIKE ABOUT MEN(\*E  
2 LR Q19+/RR5\*E  
3 BR QUEST\*E  
18C\*E

1 DT 6,0+/2,6+/40,0+/+(D)O WOMEN LIKE YOU(\*E  
2 EP ,0+/2,+/40,0+/+/99+/\*E  
3 BR Q19\*E  
18D\*E

1 DT 6,0+/2,6+/40,0+/+(H)OW DO YOU FEEL ABOUT MARRIAGE(\*E  
2 LR Q19+/RR5\*E  
3 BR QUEST\*E  
18E\*E

1 DT 6,0+/2,6+/40,0+/+(D)O YOU(\*E  
2 EP ,0+/2,+/40,0+/+/99+/\*E  
3 BR Q19\*E  
18F\*E

1 DT 6,0+/2,6+/40,0+/+(D)O WOMEN CHASE YOU(\*E  
2 EP ,0+/2,+/40,0+/+/99+/\*E  
3 BR Q19\*E  
18G\*E

1 DT 6,0+/2,6+/40,0+/+(H)AVE YOU EVER DONE THIS(\*E  
2 EP ,0+/2,+/40,0+/+/99+/\*E  
3 BR Q19\*E  
18H\*E

1 DT 6,0+/2,6+/40,0+/+(H)AVE YOU EVER BEEN TREATED THIS WAY(\*E  
2 EP ,0+/2,+/40,0+/+/99+/\*E  
3 BR Q19\*E  
18I\*E

1 DT 6,0+/2,6+/40,0+/+(W)HAT KIND OF TEASING DO YOU MEAN(\*E  
2 LR Q19+/RR5\*E  
3 BR QUEST\*E  
18J\*E

1 DT 6,0+/2,6+/40,0+/+(D)O WOMEN ATTRACT YOU(\*E



2 EP ,0+/2,+/40,0+/+/99+/\*E  
3 BR Q19\*E  
18K\*E  
1 DT 6,0+/2,6+/40,0+/(C)AN YOU GIVE ME AN EXAMPLE(/\*E  
2 LR Q19+/RR5\*E  
3 BR QUEST\*E  
18L\*E  
1 DT 6,0+/2,6+/40,0+/(W)HY DO YOU HATE MEN(/\*E  
2 LR Q19+/RR5\*E  
3 BR QUEST\*E  
Q19\*E  
1 PRR \*E  
2 DE 0+/32\*E  
3 DT 0,4+/2,0+/28,4+/(T)EN YEARS FROM NOW (I )WILL BE\*E  
4 DL 4,0+/15\*E  
5 EPI 2,0+/2,2+/12,0+/9999+/99+/\*E  
6 FN ED+/+/,D+/+//\*E  
7 CA MARRIED+/CC\*E  
8 BR 19A\*E  
9 CA WORKING+/CC\*E  
10 BR 19B\*E  
11 CA SUCCESSFUL+/CC\*E  
12 BR 19C\*E  
13 FN LT+/+//12+/70+/W\*E  
14 WA OLDER+/WW\*E  
15 WB ALIVE+/WW\*E  
16 WB SOMEWHERE+/WW\*E  
17 DT 6,0+/2,6+/40,0+/(P)LEASE GIVE A MORE DESCRIPTIVE ANSWER.\*E  
18 CA HAPPY+/CC\*E  
19 BR 19D\*E  
20 CA RICH+/CC\*E  
21 BR 19E\*E  
22 CA SETTLED+/CC\*E  
23 BR 19F\*E  
24 CA DEAD+/CC\*E  
25 BR 19G\*E



26	CA	TEACHING+/CC*E	
27	CB	DOCTOR+/CC*E	
28	BR	19H*E	
29	UN	UU*E	
30	DT	6,0+/2,6+/40,0+/(H)OW ABOUT TELLING ME MORE ABOUT IT(/*E	
31	LR	Q20+/RR5*E	
32	BR	QUEST*E	
19A*E			
1	DT	6,0+/2,6+/40,0+/(H)OW DO YOU FEEL ABOUT THIS PROSPECT(/*E	
2	LR	Q20+/RR5*E	
3	BR	QUEST*E	
19B*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT KIND OF WORK WILL YOU BE DOING(/*E	
2	LR	Q20+/RR5*E	
3	BR	QUEST*E	
19C*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT KIND OF SUCCESS(/*E	
2	LR	Q20+/RR5*E	
3	BR	QUEST*E	
19D*E			
1	DT	6,0+/2,6+/40,0+/(I)N WHAT WAY WILL YOU BE HAPPIER THAN*E	
2	DT	,0+/2,+/40,0+/YOU ARE NOW(/*E	
3	LR	Q20+/RR5*E	
4	BR	QUEST*E	
19E*E			
1	DT	6,0+/2,6+/40,0+/(H)OW WILL YOU GAIN THIS WEALTH(/*E	
2	LR	Q20+/RR5*E	
3	BR	QUEST*E	
19F*E			
1	DT	6,0+/2,6+/40,0+/(I)N WHAT WAY(/*E	
2	LR	Q20+/RR5*E	
3	BR	QUEST*E	
19G*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT WILL CAUSE YOUR DEATH(/*E	
2	LR	Q20+/RR5*E	
3	BR	QUEST*E	





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19H*E
1 DT 6,0+/2,6+/40,0+/(W)HY DID YOU CHOOSE THIS PROFESSION(/*E
2 LR Q20+/RR5*E
Q20*E
1 PRR *E
2 DE 0+/32*E
3 DT 0,0+/2,0+/22,0+/(M)Y WORST QUALITY IS MY*E
4 DL 2,23+/17*E
5 EPI 0,23+/2,0+/17,23+/9999+/99+/*E
6 FN ED+/+/,D+/+//*E
7 CA TEMPER+/CC*E
8 BR 20A*E
9 CA PROCRASTINAT(8+/)CC*E
10 CB LAZINESS+/CC*E
11 BR 20B*E
12 CA FORGET(8+/)CC*E
13 BR 20B*E
14 CA SHYNESS+/CC*E
15 CB SELFCONSCIOUS(8+/)CC*E
16 CB SELF-CONSCIOUS(8+/)CC*E
17 BR 20C*E
18 CA STUBBORN+/CC*E
19 CB SELFISH(8+/)CC*E
20 BR 20D*E
21 CA PERSONALITY+/CC*E
22 CB ATTITUDE+/CC*E
23 CB MOODINESS+/CC*E
24 BR 20E*E
25 CA IMPATIENCE+/CC*E
26 BR 20F*E
27 CA SARCASM+/CC*E
28 BR 20G*E
29 CA CONCEIT+/CC*E
30 BR 20H*E
31 CA JEALOUSY+/CC*E
32 BR 20I*E
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33 UN UU\*E  
34 DT 6,0+/2,6+/40,0+/(W)HY DO YOU SAY THIS(/\*E  
35 LR Q21+/RR5\*E  
36 BR QUEST\*E  
37 DT 6,0+/2,6+/40,0+/(W)HAT TRIGGERS IT MOST(/\*E  
20A\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT TRIGGERS IT MOST(/\*E  
2 LR Q21+/RR5\*E  
3 BR QUEST\*E  
20B\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT KINDS OF SITUATIONS BRING OUT THIS\*E  
2 DT ,0+/2,+/40,0+/(W)HAT TRIGGERS IT MOST(/\*E  
3 LR Q21+/RR5\*E  
4 BR QUEST\*E  
20C\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT SITUATIONS BOTHER YOU MOST(/\*E  
2 LR Q21+/RR5\*E  
3 BR QUEST\*E  
20D\*E  
1 DT 6,0+/2,6+/40,0+/(P)LEASE GIVE ME AN EXAMPLE.\*E  
2 LR Q21+/RR5\*E  
3 BR QUEST\*E  
20E\*E  
1 DT 6,0+/2,6+/40,0+/(P)LEASE EXPLAIN.\*E  
2 LR Q21+/RR5\*E  
3 BR QUEST\*E  
20F\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT TRIES YOUR PATIENCE THE MOST(/\*E  
2 LR Q21+/RR5\*E  
3 BR QUEST\*E  
20G\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT KINDS OF PEOPLE DO YOU AIM IT AT(/\*E  
2 LR Q21+/RR5\*E  
3 BR QUEST\*E  
20H\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT ARE YOU CONCEITED ABOUT(/\*E



2 LR Q21+/RR5\*E  
3 BR QUEST\*E  
20I\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT OR WHO ARE YOU JEALOUS OF(/\*E  
2 LR Q22+/RR5\*E  
3 BR QUEST\*E  
Q21\*E  
1 PRR \*E  
2 DE 0+/32\*E  
3 DT 0,4+/2,0+/6,4+/(I )HAVE\*E  
4 DL 2,11+/15\*E  
5 DTI 0,27+/2,0+/8,27+/FRIENDS.\*E  
6 EPI 0,11+/2,0+/15,11+/9999+/99+/\*E  
7 FN ED+/+/D+/+//\*E  
8 WA MANY+/WW\*E  
9 DT 6,0+/2,6+/40,0+/(T)HAT IS WHAT MOST PEOPLE SAY. (P)LEASE USE\*E  
10 DT ,0+/2,+/40,0+/ANOTHER WORD.\*E  
11 CA FEW+/CC\*E  
12 CB NO+/CC\*E  
13 BR 21A\*E  
14 CA GOOD+/CC\*E  
15 CB CLOSE+/CC\*E  
16 CB WONDERFUL+/CC\*E  
17 BR 21B\*E  
18 CA ENOUGH+/CC\*E  
19 BR 21C\*E  
20 CA SEVERAL+/CC\*E  
21 CB SOME+/CC\*E  
22 BR 21D\*E  
23 UN UU\*E  
24 DT 6,0+/2,6+/40,0+/(C)AN YOU EXPLAIN FURTHER(/\*E  
25 LR Q22+/RR5\*E  
26 BR QUEST\*E  
21A\*E  
1 DT 6,0+/2,6+/40,0+/(W)HY(/\*E  
2 LR Q22+/RR5\*E





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3      BR      QUEST*E
21B*E
1      DE      6+/10*E
2      DT      6,0+/2,6+/40,0+/(D)O YOU CHOOSE THEM CAREFULLY(/*E
3      LR      Q22+/RR5*E
4      BR      QUEST*E
21C*E
1      DT      6,0+/2,6+/40,0+/(D)OES THIS IMPLY THAT YOU DON'T REALLY*E
2      DT      ,0+/2,+/40,0+/NEED THEM(/*E
3      EP      ,0+/2,+/40,0+/+/99+/*E
4      CA      (8)ES+/CC*E
5      BR      21B*E
6      CA      (8)O+/CC*E
7      DT      ,0+/2,+/40,0+/(W)HAT DOES IT IMPLY(/*E
8      LR      Q22+/RR5*E
9      BR      QUEST*E
21D*E
1      DT      6,0+/2,6+/40,0+/(A)RE THEY CLOSE OR CASUAL(/*E
2      EP      ,0+/2,+/40,0+/+/99+/*E
3      CA      CLOSE+/CC*E
4      BR      21B*E
5      CA      (8)ASUAL+/CC*E
6      BR      21C*E
7      CA      NEITHER+/CC*E
8      CB      NONE(8+/)CC*E
9      DT      ,0+/2,+/40,0+/(W)HAT DO YOU MEAN THEN(/*E
10     LR      Q22+/RR5*E
11     BR      QUEST*E
Q22*E
1      PRR     *E
2      DE      0+/32*E
3      DT      0,4+/2,0+/29,4+/(W)HEN AN ANIMAL IS WILD, IT IS*E
4      DL      4,0+/15*E
5      EPI     2,0+/2,2+/15,0+/9999+/99+/*E
6      FN      ED+/+/D+/+/*E
7      CA      FREE+/CC*E

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8	CB	INDEPENDENT+/CC*E
9	BR	22A*E
10	CA	UNTAM(8+/)CC*E
11	BR	22B*E
12	CA	UNDOMESTIC(8+/)CC*E
13	BR	22B*E
14	CA	UNCONTROL(8+/)CC*E
15	BR	22B*E
16	CA	DANGEROUS+/CC*E
17	CB	FEROCIOUS+/CC*E
18	CB	MEAN+/CC*E
19	CB	SAVAGE+/CC*E
20	CB	VICIOUS+/CC*E
21	CB	FIERCE+/CC*E
22	BR	22C*E
23	CA	NATURAL+/CC*E
24	CB	HAPPY+/CC*E
25	CB	BEAUTIFUL+/CC*E
26	BR	22D*E
27	CA	AFRAID+/CC*E
28	CB	SCARED+/CC*E
29	BR	22E*E
30	CA	MAD+/CC*E
31	BR	22F*E
32	WA	WILD+/WW*E
33	DT	6,0+/2,6+/40,0+/(B)Y DEFINITION. (P)LEASE USE ANOTHER WORD.*E
34	UN	UU*E
35	DT	6,0+/2,6+/40,0+/(W)HAT DO YOU MEAN(/*E
36	LR	Q23+/RR5*E
37	BR	QUEST*E
22A*E		
1	DT	6,0+/2,6+/40,0+/(A)RE YOU KIND OF A FREE SPIRIT YOURSELF(/*E
2	EP	,0+/2,+/40,0+//+/99+/*E
3	CA	(8)ES+/CC*E
4	BR	22G*E
5	CA	(8)O+/CC*E



6 BR 22G\*E  
22B\*E  
1 DT 6,0+/2,6+/40,0+/(A)RE YOU MORE EMOTIONALLY STABLE THAN\*E  
2 DT ,0+/2,+/40,0+/MOST PEOPLE(/\*E  
3 EP ,0+/2,+/40,0+/+/99+/\*E  
4 CA (8)ES+/CC\*E  
5 BR 22G\*E  
6 CA (8)O+/CC\*E  
7 BR 22G\*E  
22C\*E  
1 DT 6,0+/2,6+/40,0+/(D)O YOU TEND TO AVOID INTENSELY EMOTION--\*E  
2 DT ,0+/2,+/40,0+/AL SITUATIONS(/\*E  
3 EP ,0+/2,+/40,0+/+/99+/\*E  
4 CA (8)ES(8+/)CC\*E  
5 BR 22G\*E  
6 CA (8)O(8+/)CC\*E  
7 BR 22G\*E  
22D\*E  
1 DT 6,0+/2,6+/40,0+/(D)O YOU USUALLY EXPRESS YOUR EMOTIONS\*E  
2 DT ,0+/2,+/40,0+/QUITE OPENLY(/\*E  
3 EP ,0+/2,+/40,0+/+/99+/\*E  
4 CA (8)ES(8+/)CC\*E  
5 BR 22G\*E  
6 CA (8)O(8+/)CC\*E  
7 BR 22G\*E  
22E\*E  
1 DT 6,0+/2,6+/40,0+/(D)O YOU OFTEN FEEL UNSURE OF YOURSELF(/\*E  
2 EP ,0+/2,+/40,0+/+/99+/\*E  
3 CA (8)ES(8+/)CC\*E  
4 BR 22G\*E  
5 CA (8)O(8+/)CC\*E  
6 BR 22G\*E  
22F\*E  
1 DT 6,0+/2,6+/40,0+/(D)O YOU MEAN ANGRY OR INSANE(/\*E  
2 EP ,0+/2,+/40,0+/+/99+/\*E  
3 BR Q23\*E



22G\*E  
 1 DE 6+/10\*E  
 2 DT 6,0+/2,6+/40,0+/(H)OW WOULD YOU CHARACTERIZE YOURSELF(/\*E  
 3 LR Q23+/RR5\*E  
 4 BR QUEST\*E  
  
 Q23\*E  
 1 PRR \*E  
 2 DE 0+/32\*E  
 3 DT 0,4+/2,0+/4,4+/(I )AM\*E  
 4 DL 2,9+/15\*E  
 5 DTI 0,27+/2,0+/11,27+/ABOUT WHO (I\*E  
 6 DT 4,0+/2,4+/40,0+/AM AND WHERE (I )AM GOING.\*E  
 7 EPI 0,9+/2,0+/15,9+/9999+/99+/\*E  
 8 FN ED+/+/D+/+/\*E  
 9 CA CERTAIN+/CC\*E  
 10 CB SURE+/CC\*E  
 11 CB POSITIVE+/CC\*E  
 12 BR 23A\*E  
 13 CA CONSCIOUS+/CC\*E  
 14 CB AWARE+/CC\*E  
 15 CB KNOW+/CC\*E  
 16 BR 23B\*E  
 17 CA CONCERNED +/CC\*E  
 18 CB WONDERING+/CC\*E  
 19 CB THINKING+/CC\*E  
 20 CB UNDECIDED+/CC\*E  
 21 CB CURIOUS+/CC\*E  
 22 BR 23C\*E  
 23 CA PARTICULAR+/CC\*E  
 24 BR 23D\*E  
 25 CA UNCERTAIN+/CC\*E  
 26 CB UNSURE+/CC\*E  
 27 CB DOUBTFUL+/CC\*E  
 28 BR 23E\*E  
 29 CA CONFUSED+/CC\*E  
 30 CB WORRIED+/CC\*E





31	BR	23F*E	
32	CA	HAPPY+/CC*E	
33	CB	CONFIDENT+/CC*E	
34	BR	23G*E	
35	UN	UU*E	
36	DT	6,0+/2,6+/40,0+/(H)OW WOULD YOU EXPLAIN THIS(/*E	
37	LR	Q24+/RR5*E	
38	BR	QUEST*E	
23A*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT ARE YOU MOST CERTAIN OF(/*E	
2	LR	Q24+/RR5*E	
3	BR	QUEST*E	
23B*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT ARE YOU MOST AWARE OF(/*E	
2	EP	,0+/2,+/40,0+//99+/*E	
3	BR	Q24*E	
23C*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT CONCERNS YOU MOST(/*E	
2	LR	Q24+/RR5*E	
3	BR	QUEST*E	
23D*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT ARE YOU MOST PARTICULAR ABOUT(/*E	
2	LR	Q24+/RR5*E	
3	BR	QUEST*E	
23E*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT ARE YOU MOST DOUBTFUL ABOUT(/*E	
2	LR	Q24+/RR5*E	
3	BR	QUEST*E	
23F*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT SEEMS TO BE THE PROBLEM(/*E	
2	LR	Q24+/RR5*E	
3	BR	QUEST*E	
23G*E			
1	DT	6,0+/2,6+/40,0+/(H)AVE YOU ALWAYS FELT THIS WAY(/*E	
2	EP	,0+/2,+/40,0+//99+/*E	
3	CA	(8)ES(8+/)CC*E	



4 BR Q24\*E  
5 CA (8)O(8+/)CC\*E  
6 DT ,0+/2,+/40,0+/ (W)HY DO YOU FEEL THIS WAY NOW(/\*E  
7 LR Q24+/RR5\*E  
8 BR QUEST\*E  
Q24\*E  
1 PRR \*E  
2 DE 0+/32\*E  
3 DT 0,4+/2,0+/33,4+/ (O)THER PEOPLE DON'T KNOW THAT (I )AM\*E  
4 DL 4,0+/15\*E  
5 EPI 2,0+/2,2+/15,0+/9999+/99+/\*E  
6 FN ED+/+,D+/+//\*E  
7 CA SHY+/CC\*E  
8 BR 24A\*E  
9 CA WORRIED+/CC\*E  
10 CB CONFUSED+/CC\*E  
11 CB UNSURE+/CC\*E  
12 CB UNCERTAIN+/CC\*E  
13 CB THINKING+/CC\*E  
14 BR 24B\*E  
15 CA SENSITIVE+/CC\*E  
16 CB EMOTIONAL+/CC\*E  
17 BR 24C\*E  
18 CA SCARED+/CC\*E  
19 CB AFRAID+/CC\*E  
20 BR 24D\*E  
21 CA UNHAPPY+/CC\*E  
22 CB SELF-CONSCIOUS+/CC\*E  
23 CB SELFCONSCIOUS+/CC\*E  
24 CB LONELY+/CC\*E  
25 CB NERVOUS+/CC\*E  
26 CB INSECURE+/CC\*E  
27 BR 24E\*E  
28 CA SERIOUS+/CC\*E  
29 CB LAZY+/CC\*E  
30 BR 24F\*E



31 CA INTELLIGENT+/CC\*E  
32 CB SMART+/CC\*E  
33 BR 24G\*E  
34 UN UU\*E  
35 DT 6,0+/2,6+/40,0+/(I)'D LIKE TO KNOW MORE ABOUT IT.\*E  
36 LR Q25+/RR5\*E  
37 BR QUEST\*E  
24A\*E  
1 DT 6,0+/2,6+/40,0+/(H)OW DO YOU COVER THIS UP(/\*E  
2 LR Q25+/RR5\*E  
3 BR QUEST\*E  
24B\*E  
1 DT 6,0+/2,6+/40,0+/(A)BOUT WHAT(/\*E  
2 LR Q25+/RR5\*E  
3 BR QUEST\*E  
24C\*E  
1 DT 6,0+/2,6+/40,0+/(P)LEASE EXPLAIN.\*E  
2 LR Q25+/RR5\*E  
3 BR QUEST\*E  
24D\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT SCARES YOU(/\*E  
2 EP ,0+/2,+/40,0+//+/99+//\*E  
3 BR Q25\*E  
24E\*E  
1 DT 6,0+/2,6+/40,0+/(W)HY DO YOU FEEL THIS WAY(/\*E  
2 LR Q25+/RR5\*E  
3 BR QUEST\*E  
24F\*E  
1 DT 6,0+/2,6+/40,0+/(W)HY DO YOU THINK OTHERWISE(/\*E  
2 LR Q25+/RR5\*E  
3 BR QUEST\*E  
24G\*E  
1 DT 6,0+/2,6+/40,0+/(D)O YOU TRY TO HIDE YOUR INTELLIGENCE(/\*E  
2 EP ,0+/2,+/40,0+//+/99+//\*E  
3 CA (8)ES(8+/)CC\*E  
4 BR 24H\*E





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5  CA (8)O(8+/)CC*E
6  BR 24C*E
24H*E
1  DT 6,0+/2,6+/40,0+/(W)HY(/*E
2  EP ,0+/2,+/40,0+//99+/*E
3  BR Q25*E
Q25*E
1  PRR *E
2  DE 0+/32*E
3  DT 0,4+/2,0+/12,4+/(M)OST MEN ARE*E
4  DL 2,17+/15*E
5  EPI 0,17+/2,0+/15,17+/9999+/99+/*E
6  FN ED+/+/D+///*E
7  CA AGGRESSIVE+/CC*E
8  CB STRONG+/CC*E
9  CB GOOD+/CC*E
10 CB NICE+/CC*E
11 BR 25A*E
12 CA CONCEITED *R+/CC*E
13 BR 25B*E
14 CB WORKERS+/CC*E
15 BR 25C*E
16 CA INTELLIGENT+/CC*E
17 CB SMART+/CC*E
18 CB FRIENDLY+/CC*E
19 CB KIND+/CC*E
20 BR 25D+/S10+/1*E
21 BR 25E*E
22 WA AVERAGE+/WW*E
23 WB (8)K+/WW*E
24 DT 6,0+/2,6+/40,0+/(P)LEASE USE A MORE DESCRIPTIVE WORD.*E
25 CA INTERESTING+/CC*E
26 BR 25F*E
27 CA HANDSOME+/CC*E
28 BR 25F+/S10+/1*E
29 BR 25E*E

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30 CA TALL+/CC\*E  
 31 BR 25H+/S10+/1\*E  
 32 BR 25E\*E  
 33 UN UU\*E  
 34 DT 6,0+/2,6+/40,0+/(H)OW ABOUT TELLING ME MORE ABOUT IT(/\*E  
 35 LR Q26+/RR5\*E  
 36 BR QUEST\*E  
 25A\*E  
 1 DT 6,0+/2,6+/40,0+/(P)LEASE EXPLAIN.\*E  
 2 LR Q26+/RR5\*E  
 3 BR QUEST\*E  
 25B\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT ARE THEY CONCEITED ABOUT(/\*E  
 2 LR Q26+/RR5\*E  
 3 BR QUEST\*E  
 25C\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT DO THEY STRIVE FOR(/\*E  
 2 LR Q26+/RR5\*E  
 3 BR QUEST\*E  
 25D\*E  
 1 DT 6,0+/2,6+/40,0+/(M)ORE SO THAN WOMEN GENERALLY(/\*E  
 2 LR Q26+/RR5\*E  
 3 BR QUEST\*E  
 25E\*E  
 1 DT 6,0+/2,6+/40,0+/(A)RE YOU(/\*E  
 2 LR Q26+/RR5\*E  
 3 BR QUEST\*E  
 25F\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU FIND MOST INTERESTING ABOUT\*E  
 2 DT ,0+/2,+/40,0+/THEM(/\*E  
 3 LR Q26+/RR5\*E  
 4 BR QUEST\*E  
 25G\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT MAKES A MAN HANDSOME(/\*E  
 2 LR Q26+/RR5\*E  
 3 BR QUEST\*E



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25H*E
1 DT 6,0+/2,6+/40,0+/(D)O YOU PREFER TALL MEN(/*E
2 LR Q26+/RR5*E
3 BR QUEST*E
Q26*E
1 PRR *E
2 DE 0+/32*E
3 DT 0,4+/2,0+/19,4+/(W)HAT (I )WANT MOST IS*E
4 DL 2,24+/15*E
5 EPI 0,24+/2,0+/15,24+/9999+/99+/*E
6 FN ED+/+/D+/+//*E
7 CA HAPPINESS+/CC*E
8 BR 26A*E
9 CA SUCCESS+/CC*E
10 BR 26B*E
11 CA LOVE+/CC*E
12 BR 26C*E
13 CA SECURITY+/CC*E
14 BR 26D*E
15 CA EDUCATION+/CC*E
16 BR 26E*E
17 CA MONEY+/CC*E
18 BR 26F*E
19 CA MARRIAGE+/CC*E
20 BR 26G*E
21 CA SATISFACTION+/CC*E
22 BR 26H*E
23 CA LIFE+/CC*E
24 BR 26I*E
25 CA KNOWLEDGE+/CC*E
26 BR 26J*E
27 CA CONTENTMENT+/CC*E
28 BR 26K*E
29 UN UU*E
30 DT 6,0+/2,6+/40,0+/(W)HY DO YOU SAY THIS(/*E
31 LR Q27+/RR5*E

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32	BR	QUEST*E	
26A*E			
1	DT	6,0+/2,6+/40,0+/(A)RE YOU UNHAPPY NOW(/*E	
2	EP	,0+/2,+/40,0+//99+/*E	
3	CA	(8)ES(8+//)CC*E	
4	BR	26L*E	
5	CA	(8)O(8+//)CC*E	
6	BR	26I*E	
26B*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT KIND OF SUCCESS(/*E	
2	LR	Q27+//RR5*E	
3	BR	QUEST*E	
26C*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT KIND, AND FROM WHOM(/*E	
2	LR	Q27+//RR5*E	
3	BR	QUEST*E	
26D*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT WOULD MAKE YOU FEEL MOST SECURE(/*E	
2	LR	Q27+//RR5*E	
3	BR	QUEST*E	
26E*E			
1	DT	6,0+/2,6+/40,0+/(W)HY DO YOU VALUE EDUCATION SO HIGHLY(/*E	
2	LR	Q27+//RR5*E	
3	BR	QUEST*E	
26F*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT WOULD YOU DO WITH IT(/*E	
2	LR	Q27+//RR5*E	
3	BR	QUEST*E	
26G*E			
1	DT	6,0+/2,6+/40,0+/(W)HY DO YOU VALUE MARRIAGE SO HIGHLY(/*E	
2	LR	Q27+//RR5*E	
3	BR	QUEST*E	
26H*E			
1	DT	6,0+/2,6+/40,0+/(W)HAT WOULD SATISFY YOU(/*E	
2	LR	Q27+//RR5*E	
3	BR	QUEST*E	





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26I*E      6,0+/2,6+/40,0+/(P)LEASE EXPLAIN.*E
1 DT
2 LR      Q27+/RR5*E
3 BR      QUEST*E

26J*E      6,0+/2,6+/40,0+/(W)HAT DO YOU WANT MOST TO LEARN ABOUT(/*E
1 DT
2 LR      Q27+/RR5*E
3 BR      QUEST*E

26K*E      6,0+/2,6+/40,0+/(A)RE YOU DISCONTENTED NOW(/ *E
1 DT
2 EP      ,0+/2,+/40,0+//+//99+//*E
3 CA      (8)ES(8+//)CC*E
4 BR      26L*E
5 CA      (8)O(8+//)CC*E
6 BR      26I*E

26L*E      6,0+/2,6+/40,0+/(W)HY(/*E
1 DT
2 LR      Q27+/RR5*E
3 BR      QUEST*E

Q27*E      PRR *E
1 DE      0+/32*E
2 DT      0,4+/2,0+/12,4+/(M)Y FATHER IS*E
3 DL      2,17+/15*E
4 EPI      0,17+/2,0+/15,17+/9999+/99+//*E
5 FN      ED+/+/,D+/+//*E
6 CA      WONDERFUL+/CC*E
7 CB      GREAT+/CC*E
8 BR      27A*E
9 CA      GOOD+/CC*E
10 CB      STRONG+/CC*E
11 CB      NICE+/CC*E
12 CB      HAPPY+/CC*E
13 BR      27B*E
14 CA      INTELLIGENT+/CC*E
15 CB      SMART+/CC*E
16

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17 BR 27C\*E  
18 CA DEAD+/CC\*E  
19 CB DECEASED+/CC\*E  
20 BR 27D\*E  
21 CA SUCCESSFUL+/CC\*E  
22 BR 27E\*E  
23 CA KIND+/CC\*E  
24 CB UNDERSTANDING+/CC\*E  
25 BR 27F\*E  
26 UN UU\*E  
27 DT 6,0+/2,6+/40,0+/(C)AN YOU EXPLAIN FURTHER(/\*E  
28 LR Q28+/RR5\*E  
29 BR QUEST\*E  
27A\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU LIKE MOST ABOUT HIM(/\*E  
2 LR Q28+/RR5\*E  
3 BR QUEST\*E  
27B\*E  
1 DT 6,0+/2,6+/40,0+/(P)LEASE EXPLAIN.\*E  
2 LR Q28+/RR5\*E  
3 BR QUEST\*E  
27C\*E  
1 DT 6,0+/2,6+/40,0+/(W)HY DO YOU THINK SO(/\*E  
2 LR Q28+/RR5\*E  
3 BR QUEST\*E  
27D\*E  
1 DT 6,0+/2,6+/40,0+/(H)OW OLD WERE YOU WHEN HE DIED(/\*E  
2 EP ,0+/2,+/40,0+//99+/\*E  
3 DT ,0+/2,+/40,0+/(D)O YOU REMEMBER HIM AT ALL(/\*E  
4 EP ,0+/2,+/40,0+//99+/\*E  
5 CA (8)ES(8+//)CC\*E  
6 DT ,0+/2,+/40,0+/(W)HAT KIND OF A MAN WAS HE(/\*E  
7 EP ,0+/2,+/40,0+//99+/\*E  
8 DT ,0+/2,+/40,0+/(W)HAT DO YOU REMEMBER ABOUT HIM(/\*E  
9 LR 27G+/RR5\*E  
10 BR QUEST\*E



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11 CA (8)O(8+//)CC*E
12 BR 27G*E
27E*E
1 DT 6,0+/2,6+/40,0+/(W)HAT QUALITIES LED TO HIS SUCCESS(/*E
2 LR Q28+/RR5*E
3 BR QUEST*E
27F*E
1 DT 6,0+/2,6+/40,0+/(I)S HE LIKE THIS WITH EVERYONE, OR WITH*E
2 DT ,0+/2,+/40,0+//YOU ESPECIALLY(/*E
3 LR Q28+/RR5*E
4 BR QUEST*E
27G*E
1 DE 6+/20*E
2 DT 6,0+/2,6+/40,0+/(D)ID YOUR MOTHER REMARRY(/*E
3 EP ,0+/2,+/40,0+//+/99+//*E
4 CA (8)ES(8+//)CC*E
5 DT ,0+/2,+/40,0+/(W)HAT IS YOUR STEPFATHER LIKE(/*E
6 LR Q28+/RR5*E
7 BR QUEST*E
8 CA (8)O(8+//)CC*E
9 BR Q28*E
Q28*E
1 PRR *E
2 DE 0+/32*E
3 DT 0,4+/2,0+/15,4+/(M)Y EMOTIONS ARE*E
4 DL 2,20+/15*E
5 EPI 0,20+/2,0+/15,20+/9999+/99+//*E
6 FN ED+/+,D+/+//*E
7 CA VAR(8+//)CC*E
8 CB MIXED+/CC*E
9 BR 28A*E
10 CB CHANG(8+//)CC*E
11 BR 28A*E
12 CA STABLE+/CC*E
13 CB CALM+/CC*E
14 BR 28B*E

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15 CA CONTROL+/CC*E
16 BR 28C*E
17 CA STRONG+/CC*E
18 BR 28D*E
19 DT 6,0+/2,6+/40,0+/(P)LEASE USE A MORE DESCRIPTIVE WORD.*E
20 BR 28E*E
21 WA NORMAL+/WW*E
22 WB AVERAGE+/WW*E
23 DT ,0+/2,+/40,0+/(P)LEASE USE A MORE DESCRIPTIVE WORD.*E
24 CA UNSTABLE+/CC*E
25 BR 28F*E
26 CA CONFUSED+/CC*E
27 BR 28G*E
28 CA SENSITIVE+/CC*E
29 BR 28H*E
30 CA DEEP+/CC*E
31 BR 28I*E
32 UN UU*E
33 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU MEAN BY THAT(/*E
34 LR Q29+/RR5*E
35 BR QUEST*E

28A*E
1 DT 6,0+/2,6+/40,0+/(W)OULD YOU SAY YOUR REACTIONS ARE SOME--*E
2 DT ,0+/2,+/40,0+/(WHAT IMPULSIVE(/*E
3 EP ,0+/2,+/40,0+/(+/99+/*E
4 CA (8)ES(8+/(CC*E
5 BR Q29*E
6 CA (8)O(8+/(CC*E
7 BR 28J*E

28B*E
1 DT 6,0+/2,6+/40,0+/(D)O YOU TRY TO AVOID EMOTIONAL INVOLVE--*E
2 DT ,0+/2,+/40,0+/(MENT(/*E
3 EP ,0+/2,+/40,0+/(+/99+/*E
4 CA (8)ES(8+/(CC*E
5 BR Q29*E
6 CA (8)O(8+/(CC*E

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7 28C\*E 7 BR 28J\*E  
 1 DT 6,0+/2,6+/40,0+/(H)OW DO YOU ACCOMPLISH THIS CONTROL(/\*E  
 2 LR Q29+/RR5\*E  
 3 BR QUEST\*E  
 28D\*E  
 1 DT 6,0+/2,6+/40,0+/(H)OW DO YOU CONTROL THEM(/\*E  
 2 LR Q29+/RR5\*E  
 3 BR QUEST\*E  
 28E\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT EMOTIONAL REACTIONS DO YOU HIDE(/\*E  
 2 LR Q29+/RR5\*E  
 3 BR QUEST\*E  
 28F\*E  
 1 DT 6,0+/2,6+/40,0+/(D)O YOU MEAN YOU HAVE TROUBLE CONTROL--\*E  
 2 DT ,0+/2,+/40,0+//LING THEM(/\*E  
 3 EP ,0+/2,+/40,0+//+/99+/\*E  
 4 CA (8)ES(8+//)CC\*E  
 5 BR 28K\*E  
 6 CA (8)O(8+//)CC\*E  
 7 BR 28J\*E  
 28G\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT CONFUSES YOU(/\*E  
 2 LR Q29+/RR5\*E  
 3 BR QUEST\*E  
 28H\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT ARE YOU ESPECIALLY SENSITIVE ABOUT(/\*E  
 2 LR Q29+/RR5\*E  
 3 BR QUEST\*E  
 28I\*E  
 1 DT 6,0+/2,6+/40,0+/(D)O YOU MEAN THAT YOU KEEP THEM HIDDEN(/\*E  
 2 LR Q29+/RR5\*E  
 3 BR QUEST\*E  
 28J\*E  
 1 DE 6+/10\*E  
 2 LR Q29+/RR5\*E



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3 BR QUEST*E
4 EP ,0+/2,+ /40,0+ /+ /99+ / *E
28K*E
1 DT 6,0+ /2,6+ /40,0+ / (W)HAT EMOTIONS DO YOU HAVE TROUBLE WITH( / *E
2 LR Q29+ /RR5*E
3 BR QUEST*E
Q29*E
1 PRR *E
2 DE 0+ /32*E
3 DL 2,4+ /15*E
4 DTI 0,20+ /2,0+ /17,20+ /LEADS TO SUCCESS. *E
5 EPI 0,4+ /2,0+ /15,4+ /9999+ /99+ / *E
6 FN ED+ /+ / ,D+ /+ /+ / *E
7 CA HARD(8+ /)CC*E
8 CB EFFORT+ /CC*E
9 CA WORK+ /CC*E
10 BR 29A*E
11 CA AMBITION+ /CC*E
12 CB DESIRE+ /CC*E
13 BR 29B*E
14 CA HAPPINESS+ /CC*E
15 BR 29C*E
16 CA DETERMINATION+ /CC*E
17 CB PERSEVER(8+ /)CC*E
18 BR 29D*E
19 CA PERSIST(8+ /)CC*E
20 CB DILIGENCE+ /CC*E
21 BR 29D*E
22 CA STUDY+ /CC*E
23 CB EDUCATION+ /CC*E
24 CB KNOWLEDGE+ /CC*E
25 BR 29E*E
26 CA MONEY+ /CC*E
27 BR 29F*E
28 CA ABILITY+ /CC*E
29 CB INTELLIGENCE+ /CC*E

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30 BR 29G*E
31 UN UU*E
32 DT 6,0+/2,6+/40,0+/(H)OW WOULD YOU EXPLAIN THIS(/*E
33 LR Q30+/RR5*E
34 BR QUEST*E
29A*E
1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU WORK HARDEST TO ACHIEVE(/*E
2 LR Q30+/RR5*E
3 BR QUEST*E
29B*E
1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU WANT MOST TO ACHIEVE(/*E
2 LR Q30+/RR5*E
3 BR QUEST*E
29C*E
1 DT 6,0+/2,6+/40,0+/(D)O YOU MEAN THAT HAPPINESS IS SUCCESS(/*E
2 EP ,0+/2,+/40,0+//+/99+/*E
3 CA (8)ES(8+//)CC*E
4 BR Q30*E
5 CA (8)O(8+//)CC*E
6 BR 29H*E
29D*E
1 DT 6,0+/2,6+/40,0+/(I)N WHAT WAYS DO YOU SHOW THIS TRAIT(/*E
2 LR Q30+/RR5*E
3 BR QUEST*E
4 BR 29E*E
29E*E
1 DT 6,0+/2,6+/40,0+/(A)RE YOU REFERRING TO FORMAL EDUCATION(/*E
2 EP ,0+/2,+/40,0+//+/99+/*E
3 CA (8)ES(8+//)CC*E
4 BR Q30*E
5 CA (8)O(8+//)CC*E
6 BR 29H*E
29F*E
1 DT 6,0+/2,6+/40,0+/(D)O YOU MEAN THAT MONEY SIGNIFIES SUCCESS(/*E
2 EP ,0+/2,+/40,0+//+/99+/*E
3 CA (8)ES(8+//)CC*E

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4 DT ,0+/2,+/40,0+/(D)O YOU MEAN THAT IT TAKES MONEY TO MAKE\*E  
5 DT ,0+/2,+/40,0+/(D)O YOU MEAN THAT IT TAKES MONEY TO MAKE\*E  
6 LR Q30+/RR5\*E  
7 BR QUEST\*E  
8 CA (8)O(8+/)CC\*E  
9 BR 29H\*E  
29G\*E  
1 DT 6,0+/2,6+/40,0+/(H)OW DO YOUR ABILITIES COMPARE WITH THOSE\*E  
2 DT ,0+/2,+/40,0+/(H)OW DO YOUR ABILITIES COMPARE WITH THOSE\*E  
3 LR Q30+/RR5\*E  
4 BR QUEST\*E  
29H\*E  
1 DT 6,0+/2,6+/40,0+/(P)LEASE EXPLAIN.\*E  
2 LR Q30+/RR5\*E  
3 BR QUEST\*E  
Q30\*E  
1 PRR \*E  
2 DE 0+/32\*E  
3 DT 0,4+/2,0+/10,4+/(M)Y MIND IS\*E  
4 DL 2,15+/15\*E  
5 EPI 0,15+/2,0+/15,15+/9999+/99+/\*E  
6 FN ED+/+/,D+/+//\*E  
7 CA CLEAR+/CC\*E  
8 CB SOUND+/CC\*E  
9 CB GOOD+/CC\*E  
10 CB QUICK+/CC\*E  
11 CB CAPABLE+/CC\*E  
12 CB INTELLIGENT+/CC\*E  
13 CB SHARP+/CC\*E  
14 CB ALERT+/CC\*E  
15 BR 30A\*E  
16 CA CONFUSED+/CC\*E  
17 CB WANDERING+/CC\*E  
18 CB CLUTTERED+/CC\*E  
19 CB TIRED+/CC\*E  
20 BR 30B\*E



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21 CA OPEN+/CC*E
22 BR 30C*E
23 WA BLANK+/WW*E
24 DT 6,0+/2,6+/40,0+/(P)PLEASE USE ANOTHER WORD TO DESCRIBE IT.*E
25 WA AVERAGE+/WW*E
26 WB NORMAL+/WW*E
27 DT 6,0+/2,6+/40,0+/(P)PLEASE USE A MORE DESCRIPTIVE WORD.*E
28 CA DEVELOPING+/CC*E
29 BR 30D*E
30 CA STABLE+/CC*E
31 BR 30E*E
32 CA ACTIVE+/CC*E
33 CB WORKING+/CC*E
34 BR 30F*E
35 CA MADE(8+/)CC*E
36 CB SET+/CC*E
37 BR 30G*E
38 UN UU*E
39 DT 6,0+/2,6+/40,0+/(I)'D LIKE TO KNOW MORE ABOUT IT.*E
40 LR Q31+/RR5*E
41 BR QUEST*E
30A*E
1 DT 6,0+/2,6+/40,0+/(A)RE YOU BETTER AT ABSTRACT OR PRACTICAL*E
2 DT ,0+/2,+/40,0+//THINKING(/*E
3 LR Q31+/RR5*E
4 BR QUEST*E
30B*E
1 DT 6,0+/2,6+/40,0+/(W)HAT SEEMS TO BE THE REASON(/*E
2 LR Q31+/RR5*E
3 BR QUEST*E
30C*E
1 DT 6,0+/2,6+/40,0+/(W)HAT ARE YOU ESPECIALLY OPEN-MINDED*E
2 DT ,0+/2,+/40,0+//ABOUT(/*E
3 LR Q31+/RR5*E
4 BR QUEST*E
30D*E

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1 DT 6,0+/2,6+/40,0+/(I)N WHAT RESPECTS, PARTICULARLY(/\*E  
 2 LR Q31+/RR5\*E  
 3 BR QUEST\*E  
 30E\*E  
 1 DT 6,0+/2,6+/40,0+/(D)O YOU MEAN THAT YOU CONTROL YOUR\*E  
 2 DT ,0+/2,+/40,0+/THOUGHTS CAREFULLY(/\*E  
 3 EP ,0+/2,+/40,0+/+/99+/\*E  
 4 CA (8)ES(8+/)CC\*E  
 5 BR 30D\*E  
 6 CA (8)O(8+/)CC\*E  
 7 DT ,0+/2,+/40,0+/(P)LEASE EXPLAIN.\*E  
 8 LR Q31+/RR5\*E  
 9 BR QUEST\*E  
 30F\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU THINK ABOUT MOST OF THE\*E  
 2 DT ,0+/2,+/40,0+/TIME(/\*E  
 3 LR Q31+/RR5\*E  
 4 BR QUEST\*E  
 30G\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT HAVE YOU DECIDED(/\*E  
 2 LR Q31+/RR5\*E  
 3 BR QUEST\*E  
 Q31\*E  
 1 PRR \*E  
 2 DE 0+/32\*E  
 3 DT 0,4+/2,0+/12,4+/(M)Y MOTHER IS\*E  
 4 DL 2,17+/15\*E  
 5 EPI 0,17+/2,0+/15,17+/9999+/99+/\*E  
 6 FN ED+/+/D+/+//\*E  
 7 CA WONDERFUL+/CC\*E  
 8 CB GREAT+/CC\*E  
 9 BR 31A\*E  
 10 CA GOOD+/CC\*E  
 11 CB NICE+/CC\*E  
 12 CB SWEET+/CC\*E  
 13 CB HAPPY+/CC\*E





14 31B\*E  
15 BR CA KIND+/CC\*E  
16 CB UNDERSTANDING+/CC\*E  
17 CB LOVING+/CC\*E  
18 CB AFFECTIONATE+/CC\*E  
19 31C\*E  
20 CA BEAUTIFUL+/CC\*E  
21 CB PRETTY+/CC\*E  
22 CB CHARMING+/CC\*E  
23 CB CUTE+/CC\*E  
24 BR 31D+/S10+/1\*E  
25 BR 31E\*E  
26 CA DEAD+/CC\*E  
27 CB DECEASED+/CC\*E  
28 BR 31F\*E  
29 UN UU\*E  
30 DT 6,0+/2,6+/40,0+/(H)OW ABOUT TELLING ME MORE ABOUT IT(/\*E  
31 LR Q32+/RR5\*E  
32 BR QUEST\*E  
31A\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU LIKE MOST ABOUT HER(/\*E  
2 LR Q32+/RR5\*E  
3 BR QUEST\*E  
31B\*E  
1 DT 6,0+/2,6+/40,0+/(P)LEASE EXPLAIN.\*E  
2 LR Q32+/RR5\*E  
3 BR QUEST\*E  
31C\*E  
1 DT 6,0+/2,6+/40,0+/(I)S SHE LIKE THIS WITH EVERYONE OR YOU\*E  
2 LR Q32+/RR5\*E  
3 BR QUEST\*E  
4 EP ,0+/2,+/40,0+//99+//\*E  
31D\*E  
1 DT 6,0+/2,6+/40,0+/(H)AVE YOU INHERITED HER LOOKS(/\*E  
2 EP ,0+/2,+/40,0+//99+//\*E  
3 BR Q32\*E



31E\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT MAKES HER BEAUTIFUL TO YOU(/\*E  
2 LR Q32+/RR5\*E  
3 BR QUEST\*E

31F\*E  
1 DT 6,0+/2,6+/40,0+/(H)OW OLD WERE YOU WHEN SHE DIED(/\*E  
2 EP ,0+/2,+/40,0+//99+/\*E  
3 DT ,0+/2,+/40,0+/(D)O YOU REMEMBER HER AT ALL(/\*E  
4 EP ,0+/2,+/40,0+//99+/\*E  
5 CA (8)ES(8+//)CC\*E  
6 DT ,0+/2,+/40,0+/(W)HAT KIND OF A WOMAN WAS SHE(/\*E  
7 EP ,0+/2,+/40,0+//99+/\*E  
8 DT ,0+/2,+/40,0+/(W)HAT DO YOU REMEMBER ABOUT HER(/\*E  
9 LR 31G+/RR5\*E  
10 BR QUEST\*E  
11 CA (8)O(8+//)CC\*E  
12 BR 31G\*E

31G\*E  
1 DE 6+/20\*E  
2 DT 6,0+/2,6+/40,0+/(D)ID YOUR FATHER REMARRY(/\*E  
3 EP ,0+/2,+/40,0+//99+/\*E  
4 CA (8)ES(8+//)CC\*E  
5 DT ,0+/2,+/40,0+/(W)HAT IS YOUR STEPMOTHER LIKE(/\*E  
6 LR Q32+/RR5\*E  
7 BR QUEST\*E  
8 CA (8)O(8+//)CC\*E  
9 BR Q32\*E

Q32\*E  
1 PRR \*E  
2 DE 0+/32\*E  
3 DL 2,4+//15\*E  
4 DTI 0,20+/2,0+//18,20+/MAKES ME FEEL SAD.\*E  
5 EPI 0,4+/2,0+//15,4+/9999+/99+/\*E  
6 FN ED+/+//,D+/+//\*E  
7 CA DEATH+/CC\*E  
8 BR 32A\*E



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9  CA FAIL(8+//)CC*E
10 BR 32B*E
11 CA LONE(8+//)CC*E
12 HR 32C*E
13 CA POVERTY+/CC*E
14 BR 32D*E
15 WA UNHAPPINESS+/WW*E
16 WB SADNESS+/WW*E
17 DT 6,0+/2,6+/40,0+/(P)LEASE USE A MORE SPECIFIC WORD.*E
18 CA RAIN+/CC*E
19 BR 32E*E
20 CA MUSIC+/CC*E
21 BR 32F*E
22 CA CRUELTY+/CC*E
23 BR 32G*E
24 CA SUFFERING+/CC*E
25 CB PAIN+/CC*E
26 CB SICKNESS+/CC*E
27 CB TRAGEDY+/CC*E
28 BR 32H*E
29 CA HOME+/CC*E
30 BR 32I*E
31 CA CRYING+/CC*E
32 BR 32J*E
33 CA LIFE+/CC*E
34 BR 32K*E
35 UN UU*E
36 DT 6,0+/2,6+/40,0+/(W)HY DO YOU SAY THIS(/*E
37 LR Q33+/RR5*E
38 BR QUEST*E
32A*E
1  DT 6,0+/2,6+/40,0+/(H)AS ANYONE CLOSE TO YOU DIED RECENTLY(/*E
2  EP ,0+/2,+/40,0+//99+//*E
3  CA (8)ES(8+//)CC*E
4  BR 32I*E
5  CA (8)O(8+//)CC*E

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6 DT ,0+/2,+/40,0+/(W)HAT, THEN DID YOU HAVE IN MIND(/\*E  
7 LR Q33+/RR5\*E  
8 BR QUEST\*E  
32B\*E  
1 DT 6,0+/2,6+/40,0+/(Y)OUR OWN OR ANYONE ELSE(/\*E  
2 EP ,0+/2,+/40,0+//99+/\*E  
3 BR Q33\*E  
32C\*E  
1 DT 6,0+/2,6+/40,0+/(W)HEN DO YOU FEEL MOST LONELY(/\*E  
2 LR Q33+/RR5\*E  
3 BR QUEST\*E  
32D\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU THINK SHOULD BE DONE ABOUT\*E  
2 DT ,0+/2,+/40,0+//IT(/\*E  
3 LR Q33+/RR5\*E  
4 BR QUEST\*E  
32E\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT OTHER WAYS DOES THE WEATHER AFFECT\*E  
2 DT ,0+/2,+/40,0+//YOUR MOODS(/\*E  
3 LR Q33+/RR5\*E  
4 BR QUEST\*E  
32F\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT KIND OF MUSIC PARTICULARLY(/\*E  
2 LR Q34+/RR5\*E  
3 BR QUEST\*E  
4 BR QUEST\*E  
32G\*E  
1 DT 6,0+/2,6+/40,0+/(P)LEASE GIVE ME AN EXAMPLE.\*E  
2 LR Q33+/RR5\*E  
3 BR QUEST\*E  
32H\*E  
1 DT 6,0+/2,6+/40,0+/(D)O YOU AVOID THINKING ABOUT IT(/\*E  
2 LR Q33+/RR5\*E  
3 BR QUEST\*E  
32I\*E  
1 DT 6,0+/2,6+/40,0+/(P)LEASE EXPLAIN.\*E





2 LR Q33+/RR5\*E  
3 BR QUEST\*E  
32J\*E  
1 DT 6,0+/2,6+/40,0+/(D)O YOU MEAN THAT YOU CRY WHEN YOU FEEL\*E  
2 DT ,0+/2,+/40,0+/SAD(/\*E  
3 EP ,0+/2,+/40,0+/+/99+/\*E  
4 CA (8)ES(8+/)CC\*E  
5 BR 32L\*E  
6 CA (8)O(8+/)CC\*E  
7 BR 32I\*E  
32K\*E  
1 DT 6,0+/2,6+/40,0+/(T)HAT IS VERY GENERAL. (P)LEASE EXPLAIN\*E  
2 DT ,0+/2,+/40,0+/FURTHER.\*E  
3 LR Q33+/RR5\*E  
4 BR QUEST\*E  
32L\*E  
1 DT 6,0+/2,6+/40,0+/(W)ELL, THEN, WHAT MAKES YOU CRY(/\*E  
2 LR Q33+/RR5\*E  
3 BR QUEST\*E  
Q33\*E  
1 PRR \*E  
2 DE 0+/32\*E  
3 DT 0,4+/2,0+/1,4+/(I\*E  
4 DL 2,6+/15\*E  
5 DTI 0,22+/2,0+/14,22+/WHEN (I )LET GO.\*E  
6 EPI 0,6+/2,0+/15,6+/9999+/99+/\*E  
7 FN ED+/+/D+/+/\*E  
8 CA CRY+/CC\*E  
9 BR 33A\*E  
10 CA FALL+/CC\*E  
11 BR 33B\*E  
12 CA RELAX+/CC\*E  
13 BR 33C\*E  
14 CA LAUGH+/CC\*E  
15 BR 33D\*E  
16 CA DRINK+/CC\*E



17	BR	33E*E	
18	CA	EXPLODE+/CC*E	
19	BR	33F*E	
20	CA	SING+/CC*E	
21	CB	DANCE+/CC*E	
22	BR	33G*E	
23	CA	SCREAM+/CC*E	
24	CB	YELL+/CC*E	
25	BR	33H*E	
26	CA	TALK+/CC*E	
27	BR	33I*E	
28	CA	SLEEP+/CC*E	
29	BR	33J*E	
30	CA	LIVE+/CC*E	
31	BR	33K*E	
32	CA	RUN+/CC*E	
33	BR	33L*E	
34	CA	ENJOY+/CC*E	
35	BR	33M*E	
36	UN	UU*E	
37	DT	6,0+/2,6+/40,0+/(C)AN YOU EXPLAIN FURTHER(/*E	
38	LR	Q34+/RR5*E	
39	BR	QUEST*E	
33A*E			
1	DT	6,0+/2,6+/40,0+/(W)HY DO YOU FEEL LIKE CRYING(/*E	
2	LR	Q34+/RR5*E	
3	BR	QUEST*E	
33B*E			
1	DT	6,0+/2,6+/40,0+/(D)O YOU MEAN THIS ONLY IN LITERAL SENSE(/*E	
2	EP	,0+/2,+/40,0+//99+/*E	
3	CA	(8)ES(8+//)CC*E	
4	DT	,0+/2,+/40,0+/(T)HEN LET'S TRY THE QUESTION AGAIN.*E	
5	PA	30*E	
6	BR	Q33*E	
7	CA	(8)O(8+//)CC*E	
8	BR	33K*E	



33C\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU DO TO RELAX(/\*E  
 2 LR Q34+/RR5\*E  
 3 BR QUEST\*E

33D\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU LAUGH AT(/\*E  
 2 LR Q34+/RR5\*E  
 3 BR QUEST\*E

33E\*E  
 1 DT 6,0+/2,6+/40,0+/(H)OW DOES ALCOHOL USUALLY AFFECT YOU(/\*E  
 2 LR Q34+/RR5\*E  
 3 BR QUEST\*E

33F\*E  
 1 DT 6,0+/2,6+/40,0+/(I)N WHAT WAY(/ W)HAT DO YOU DO(/\*E  
 2 BR QUEST\*E

33G\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT MAKES YOU FEEL THIS WAY(/\*E  
 2 LR Q34+/RR5\*E  
 3 BR QUEST\*E

33H\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU YELL AT(/ A)NYONE OR ANYTHING(/\*E  
 2 DT ,0+/2,+/40,0+/IN PARTICULAR(/\*E  
 3 LR Q34+/RR5\*E  
 4 BR QUEST\*E

33I\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU TALK ABOUT(/ T)O WHOM(/\*E  
 2 LR Q34+/RR5\*E  
 3 BR QUEST\*E

33J\*E  
 1 DT 6,0+/2,6+/40,0+/(D)O YOU USUALLY FEEL TIRED(/\*E  
 2 EP ,0+/2,+/40,0+/+/99+/\*E  
 3 CA (8)ES(8+/)CC\*E  
 4 BR 33G\*E  
 5 CA (8)O(8+/)CC\*E  
 6 BR Q34\*E

33K\*E





1 DT 6,0+/2,6+/40,0+/(P)LEASE EXPLAIN.\*E  
 2 LR Q34+/RR5\*E  
 3 BR QUEST\*E  
 33L\*E  
 1 DT 6,0+/2,6+/40,0+/(T)O OR FROM ANYTHING IN PARTICULAR(\*E  
 2 LR Q34+/RR5\*E  
 3 BR QUEST\*E  
 33M\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU ENJOY DOING(\*E  
 2 LR Q34+/RR5\*E  
 3 BR QUEST\*E  
 Q34\*E  
 1 PR \*E  
 2 DE 0+/32\*E  
 3 DT 0,4+/2,0+/20,4+/(O)THER PEOPLE MAKE ME\*E  
 4 DL 2,25+/15\*E  
 5 EPI 0,25+/2,0+/15,25+/9999+/99+/\*E  
 6 FN ED+/+/D+/+/\*E  
 7 CA HAPPY+/CC\*E  
 8 BR 34A\*E  
 9 CA SELFCONSCIOUS+/CC\*E  
 10 CB SELF-CONSCIOUS+/CC\*E  
 11 CB NERVOUS+/CC\*E  
 12 BR 34B\*E  
 13 CA THINK+/CC\*E  
 14 CB WONDER+/CC\*E  
 15 CB CURIOUS+/CC\*E  
 16 CB INTERESTED+/CC\*E  
 17 BR 34C\*E  
 18 CA MAD+/CC\*E  
 19 CB ANGRY+/CC\*E  
 20 BR 34D\*E  
 21 CA SICK+/CC\*E  
 22 BR 34E\*E  
 23 CA SAD+/CC\*E  
 24 BR 34F\*E



25 CA LAUGH+/CC\*E  
26 BR 34G\*E  
27 CA COMFORTABLE+/CC\*E  
28 CB SECURE+/CC\*E  
29 BR 34H\*E  
30 UN UU\*E  
31 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU MEAN(/\*E  
32 LR Q35+/RR5\*E  
33 BR QUEST\*E  
34A\*E  
1 DT 6,0+/2,6+/40,0+/(D)O YOU DEPEND ON OTHERS TO BE HAPPY(/\*E  
2 EP ,0+/2,+/40,0+//99+/\*E  
3 CA (8)ES(8+//)CC\*E  
4 BR Q35\*E  
5 CA (8)O(8+//)CC\*E  
6 BR 34I\*E  
34B\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT ARE YOU AFRAID OF(/\*E  
2 LR Q35+/RR5\*E  
3 BR QUEST\*E  
34C\*E  
1 DT 6,0+/2,6+/40,0+/(A)BOUT WHAT(/\*E  
2 LR Q35+/RR5\*E  
3 BR QUEST\*E  
34D\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT DO YOU GET ANGRY AT(/\*E  
2 LR Q35+/RR5\*E  
3 BR QUEST\*E  
34E\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT DO THEY DO THAT DISGUSTS YOU(/\*E  
2 LR Q35+/RR5\*E  
3 BR QUEST\*E  
34F\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT ABOUT THEM SADDENS YOU(/\*E  
2 LR Q35+/RR5\*E  
3 BR QUEST\*E



34G\*E  
 1 DT 6,0+/2,6+/40,0+/(W)HAT DO THEY DO THAT AMUSES YOU(\*E  
 2 LR Q35+/RR5\*E  
 3 BR QUEST\*E  
 34H\*E  
 1 DT 6,0+/2,6+/40,0+/(D)O YOU DEPEND ON OTHERS FOR SECURITY(\*E  
 2 LR Q35+/RR5\*E  
 3 BR QUEST\*E  
 34I\*E  
 1 DT 6,0+/2,6+/40,0+/(P)LEASE EXPLAIN.\*E  
 2 LR Q35+/RR5\*E  
 3 BR QUEST\*E  
 Q35\*E  
 1 PRR \*E  
 2 DE 0+/32\*E  
 3 DT 0,4+/2,0+/1,4+/(I\*E  
 4 DL 2,6+/15\*E  
 5 DT I 0,22+/2,0+/14,22+/WHEN PUT UNDER \*E  
 6 DT 4,0+/2,4+/9,0+/PRESSURE.\*E  
 7 EPI 0,6+/2,0+/15,6+/9999+/99+/\*E  
 8 FN ED+/+/,D+/+/\*E  
 9 CA WORK+/CC\*E  
 10 CB PRODUCE+/CC\*E  
 11 CB IMPROVE+/CC\*E  
 12 CB RESPOND+/CC\*E  
 13 CB TRY+/CC\*E  
 14 CB WORRY+/CC\*E  
 15 CB EXCEL+/CC\*E  
 16 CB SUCCEED+/CC\*E  
 17 BR 35A\*E  
 18 CA WORRY+/CC\*E  
 19 CB SWEAT+/CC\*E  
 20 CB TENSE+/CC\*E  
 21 BR 35B\*E  
 22 CA THINK+/CC\*E  
 23 CB CONCENTRATE+/CC\*E



24 BR 35C\*E  
25 CA CRY+/CC\*E  
26 CB PANIC+/CC\*E  
27 CB CRACK+/CC\*E  
28 CB BREAK+/CC\*E  
29 CB EXPLODE+/CC\*E  
30 BR 35D\*E  
31 CA REACT+/CC\*E  
32 BR 35E\*E  
33 CA REBEL+/CC\*E  
34 BR 35F\*E  
35 CA FIGHT+/CC\*E  
36 BR 35G\*E  
37 UN UU\*E  
38 DT 6,0+/2,6+/40,0+/(H)OW WOULD YOU EXPLAIN THIS(/\*E  
39 LR Q36+/RR5\*E  
40 BR QUEST\*E  
35A\*E  
1 DT 6,0+/2,6+/40,0+/(D)O YOU HAVE TO BE UNDER PRESSURE TO\*E  
2 DT ,0+/2,+/40,0+//ACHIEVE(/\*E  
3 EP ,0+/2,+/40,0+//+/99+/\*E  
4 CA (8)ES(8+//)CC\*E  
5 BR Q36\*E  
6 CA (8)O(8+//)CC\*E  
7 BR 35H\*E  
35B\*E  
1 DT 6,0+/2,6+/40,0+/(D)OES THIS AFFECT YOUR PERFORMANCE(/\*E  
2 LR Q36+/RR5\*E  
3 BR QUEST\*E  
35C\*E  
1 DT 6,0+/2,6+/40,0+/(W)HAT IF THERE ISN'T ENOUGH TIME(/\*E  
2 LR Q36+/RR5\*E  
3 BR QUEST\*E  
35D\*E  
1 DT 6,0+/2,6+/40,0+/(W)HEN HAS THIS HAPPENED TO YOU(/\*E  
2 LR Q36+/RR5\*E





3 BR QUEST\*E  
35E\*E  
1 DT 6,0+/2,6+/40,0+/(H)OW DO YOU REACT(/\*E  
2 LR Q36+/RR5\*E  
3 BR QUEST\*E  
35F\*E  
1 DE 6+/10\*E  
2 DT 6,0+/2,6+/40,0+/(P)LEASE GIVE ME AN EXAMPLE.\*E  
3 LR Q36+/RR5\*E  
4 BR QUEST\*E  
35G\*E  
1 DT 6,0+/2,6+/40,0+/(D)O YOU MEAN THAT YOU REBEL AGAINST THIS\*E  
2 DT ,0+/2,+/40,0+/PRESSURE(/\*E  
3 EP ,0+/2,+/40,0+/+/99+/\*E  
4 CA (8)ES(8+/)CC\*E  
5 BR 35F\*E  
6 CA (8)O(8+/)CC\*E  
7 BR Q36\*E  
35H\*E  
1 DE 6+/10\*E  
2 DT 6,0+/2,6+/40,0+/(P)LEASE EXPLAIN.\*E  
3 LR Q36+/RR5\*E  
4 BR QUEST\*E  
Q36\*E  
1 PRR \*E  
2 DE 0+/32\*E  
3 DT 0,4+/2,0+/40,0+/(R)EAL-LIFE STORIES USUALLY HAVE\*E  
4 DL 4,0+/15\*E  
5 DTI 2,16+/2,2+/15,16+/ENDINGS.\*E  
6 EPI 2,0+/2,2+/15,0+/9999+/99+/\*E  
7 FN ED+/+/D+/+//\*E  
8 CA HAPPY+/CC\*E  
9 BR 36A\*E  
10 CA SAD+/CC\*E  
11 CB UNHAPPY+/CC\*E  
12 CB TRAGIC+/CC\*E



13	BR	36B*E	
14	CA	REAL(8+//)CC*E	
15	BR	36C*E	
16	CA	GOOD+/CC*E	
17	BR	36D*E	
18	CA	VARI(8+//)CC*E	
19	BR	36E*E	
20	WA	DIFFERENT+/WW*E	
21	DT	6,0+/2,6+/40,0+/(D)O YOU MEAN VARIED OR UNUSUAL(/*E	
22	WA	NO+/WW*E	
23	WB	TRUE+/WW*E	
24	DT	6,0+/2,6+/40,0+/(T)HAT IS SO, BUT USE A DESCRIPTIVE WORD.*E	
25	DT	,0+/2,+/40,0+/ANYWAY.*E	
26	WA	AVERAGE+/WW*E	
27	DT	6,0+/2,6+/40,0+/(P)LEASE USE A MORE DESCRIPTIVE WORD.*E	
28	CA	UNUSUAL+/CC*E	
29	CB	UNPREDICATABLE+/CC*E	
30	BR	36F*E	
31	UN	UU*E	
32	DT	6,0+/2,6+/40,0+/(I)'D LIKE TO KNOW MORE ABOUT IT.*E	
33	LR	QEND+/RR5*E	
34	BR	QUEST*E	
36A*E			
1	DT	6,0+/2,6+/40,0+/(A)RE YOU USUALLY OPTIMISTIC(/*E	
2	EP	,0+/2,+/40,0+//99+//*E	
3	CA	(8)ES(8+//)CC*E	
4	BR	36G*E	
5	CA	(8)O(8+//)CC*E	
6	BR	36G*E	
36B*E			
1	DT	6,0+/2,6+/40,0+/(A)RE YOU USUALLY PESSIMISTIC(/*E	
2	EP	,0+/2,+/40,0+//99+//*E	
3	CA	(8)ES(8+//)CC*E	
4	BR	36G*E	
5	CA	(8)O(8+//)CC*E	
6	BR	36G*E	



```

36C*E      DT      6,0+/2,6+/40,0+/(W)ELL THEN, WHAT IS REAL LIFE LIKE TO YOU(/*E
1      LR      QEND+/RR5*E
2      BR      QUEST*E
36D*E      DT      6,0+/2,6+/40,0+/(D)O YOU MEAN HAPPY(/*E
1      EP      ,0+/2,+/40,0+//99+/*E
2      CA      (8)ES(8+//)CC*E
3      BR      36A*E
4      CA      (8)O(8+//)CC*E
5      DT      ,0+/2,+/40,0+/(P)LEASE EXPLAIN.*E
6      LR      QEND+/RR5*E
7      BR      QUEST*E
8      DT      6,0+/2,6+/40,0+/(W)ELL THEN, WHAT ARE MOST OF THEM LIKE(/*E
36E*E      1      DT      6,0+/2,6+/40,0+/(W)ELL THEN, WHAT ARE MOST OF THEM LIKE(/*E
2      LR      QEND+/RR5*E
3      BR      QUEST*E
36F*E      DT      6,0+/2,6+/40,0+/(D)O YOU SEE LIFE AS FULL OF UNCERTAINTY*E
1      DT      ,0+/2,+/40,0+//GENERALLY(/*E
2      EP      ,0+/2,+/40,0+//99+/*E
3      CA      (8)ES(8+//)CC*E
4      BR      36G*E
5      CA      (8)O(8+//)CC*E
6      DT      ,0+/2,+/40,0+/(P)LEASE EXPLAIN.*E
7      LR      QEND+/RR5*E
8      BR      QUEST*E
9      DT      6+/10*E
36G*E      1      DE      6+/10*E
2      DT      6,0+/2,6+/40,0+/(H)OW DID YOU DEVELOP THIS ATTITUDE(/*E
3      LR      QEND+/RR5*E
4      BR      QUEST*E
QEND*E      1      PRR      *E
2      DE      0+/32*E
3      DT      0,4+/2,0+/40,0+/(T)HIS IS THE END OF THE QUESTIONS. (I)F*E

```





```

4 DT 2,0+/2,2+/40,0+/YOU HAVE ANY COMMENTS TO MAKE (I )WOULD *E
5 DT 4,0+/2,4+/40,0+/BE GLAD TO KNOW ABOUT THEM.*E
6 DT 6,0+/2,6+/40,0+/(C)OMMENTS(6)*E
7 LR SEMDIF+/RR5*E
8 BR QUEST*E

SEMDIF*E
1 PRR *E
2 DE 0+/32*E
3 DT 0,4+/2,0+/40,0+/(I )WISH TO FIND OUT HOW YOU FEEL A-*E
4 DT ,0+/2,+/40,0+/BOUT 'TALKING' TO ME. (B)ELOW YOU CAN SEE*E
5 DT ,0+/2,+/40,0+/THAT EACH PAIR OF WORDS IS A SET OF OPPO-*E
6 DT ,0+/2,+/40,0+/SITES. (Y)OU CAN THEREFORE TELL ME HOW YOU*E
7 DT ,0+/2,+/40,0+/FEEL BY LOOKING AT THE TWO WORDS, THEN*E
8 DT ,0+/2,+/40,0+/POINTING THE BOX BETWEEN THE TWO THAT*E
9 DT ,0+/2,+/40,0+/CORRESPONDS TO YOUR FEELING. (P)LEASE WORK*E
10 DT ,0+/2,+/40,0+/QUICKLY. (I)T IS BETTER TO GIVE YOUR FIRST*E
11 DT ,0+/2,+/40,0+/FEELINGS RATHER THAN TO THINK HARD ABOUT*E
12 DT ,0+/2,+/40,0+/EACH PAIR OF WORDS. (F)EEL FREE TO TELL*E
13 DT ,0+/2,+/40,0+/HOW YOU REALLY FEEL. (D)O YOU HAVE YOUR*E
14 DT ,0+/2,+/40,0+/LIGHT PEN READY(/ Y)OU MAY BEGIN NOW.*E
15 DT 26,0+/2,26+/40,0+/HEAVY $ $ $ $ $ $ $ LIGHT*E
16 DT 30,0+/2,30+/40,0+/UNFAIR $ $ $ $ $ $ $ FAIR*E
17 EPP +/+/+/999+/+/*E
18 CAP 2,26,1,13+/CC*E
19 DE 26+/2*E
20 CBP 2,26,1,16+/CC*E
21 DE 26+/2*E
22 CBP 2,26,1,19+/CC*E
23 DE 26+/2*E
24 CBP 2,26,1,22+/CC*E
25 DE 26+/2*E
26 CBP 2,26,1,25+/CC*E
27 DE 26+/2*E
28 EPP +/+/+/999+/+/*E
29 CAP 2,30,1,13+/CC*E
30 DE 30+/2*E

```



```

31 CBP 2,30,1,16+/CC*E
32 DE 30+/2*E
33 CBP 2,30,1,19+/CC*E
34 DE 30+/2*E
35 CBP 2,30,1,22+/CC*E
36 DE 30+/2*E
37 CBP 2,30,1,25+/CC*E
38 DE 30+/2*E
39 BR SET1*E
SET1*E
1 LD 0+/C1*E
2 LD 0+/C2*E
3 LD 0+/C3*E
4 LD 0+/C4*E
5 LD 0+/C5*E
6 PRR *E
7 DE 0+/32*E
8 DT 2,0+/2,2+/40,0+/INTERESTING $ $ $ $ BORING*E
9 DT 8,0+/2,8+/40,0+/HARD $ $ $ $ EASY*E
10 DT 14,0+/2,14+/40,0+/BAD $ $ $ $ GOOD*E
11 DT 20,0+/2,20+/40,0+/MEANINGLESS $ $ $ $ MEANINGFUL*E
12 DT 26,0+/2,26+/40,0+/SIMPLE $ $ $ $ COMPLEX*E
13 LR SET2+/RR2*E
14 BR ANSET*E
SET2*E
1 PRR *E
2 DE 0+/32*E
3 DT 2,0+/2,2+/40,0+/UNPLEASANT $ $ $ $ PLEASANT*E
4 DT 8,0+/2,8+/40,0+/FAST $ $ $ $ SLOW*E
5 DT 14,0+/2,14+/40,0+/VALUABLE $ $ $ $ WORTHLESS*E
6 DT 20,0+/2,20+/40,0+/ORGANIZED $ $ $ $ CONFUSING*E
7 DT 26,0+/2,26+/40,0+/SATISFYING $ $ $ $ UNSATISFYING*E
8 LR SET3+/RR2*E
9 BR ANSET*E
SET3*E
1 PRR *E

```



```
2 DE 0+/32*E
3 DT 2,0+/2,2+/40,0+/NERVOUS $ $ $ $ $ CALM*E
4 DT 8,0+/2,8+/40,0+/SHORT $ $ $ $ $ LONG*E
5 DT 14,0+/2,14+/40,0+/TENSE $ $ $ $ $ RELAXED*E
6 DT 20,0+/2,20+/40,0+/IMPRACTICAL $ $ $ $ $ PRACTICAL*E
7 DT 26,0+/2,26+/40,0+/FREE $ $ $ $ $ CONSTRAINED*E
8 LR SET4+/RR2*E
9 BR ANSET*E
```

SET4\*E

```
1 PRR *E
2 DE 0+/32*E
3 DT 2,0+/2,2+/40,0+/ADEQUATE $ $ $ $ $ INADEQUATE*E
4 DT 8,0+/2,8+/40,0+/ACTIVE $ $ $ $ $ PASSIVE*E
5 DT 14,0+/2,14+/40,0+/COOL $ $ $ $ $ WARM*E
6 DT 20,0+/2,20+/40,0+/MASCULINE $ $ $ $ $ FEMININE*E
7 DT 26,0+/2,26+/40,0+/INSENSITIVE $ $ $ $ $ SENSITIVE*E
8 LR SET5+/RR2*E
9 BR ANSET*E
```

SET5\*E

```
1 PRR *E
2 DE 0+/32*E
3 DT 2,0+/2,2+/40,0+/PERSONAL $ $ $ $ $ IMPERSONAL*E
4 DT 8,0+/2,8+/40,0+/DEEP $ $ $ $ $ SHALLOW*E
5 DT 14,0+/2,14+/40,0+/ETHICAL $ $ $ $ $ UNETHICAL*E
6 DT 20,0+/2,20+/40,0+/ORDINARY $ $ $ $ $ UNUSUAL*E
7 DT 26,0+/2,26+/40,0+/ANXIOUS $ $ $ $ $ NON-ANXIOUS*E
8 LR END+/RR2*E
9 BR ANSET*E
```

END\*E

```
1 LD 0+/C7*E
2 LD 0+/C8*E
3 LD 0+/C9*E
4 BR END1*E
```

END1\*E

```
1 DE 0+/32*E
2 DT 0,4+/2,0+/40,0+/((I)T HAS BEEN A GREAT PLEASURE TALKING *E
```





```
3 DT ,0+/2,+/40,0+/WITH YOU. (B)EFORE YOU GO WILL YOU GIVE*E
4 DT ,0+/2,+/40,0+/ME THE INFORMATION ASKED FOR BELOW(&*E
5 DT 10,7+/2,10+/40,0+/$ (U)NDERGRADUATE*E
6 DT 14,7+/2,14+/40,0+/$ (G)RADUATE*E
7 DT 22,0+/2,22+/40,0+/(T)HANK YOU. (G)OODBYE.*E
8 EPP +/DEGREE*E
9 CAP 2,10,1,7+/CC*E
10 BR OFF*E
11 CAP 2,14,1,7+/CC*E
12 AD 1+/C8*E
13 BR OFF*E
14 UN UU*E
15 BR EROR2*E
OFF*E
1 DE 0+/32*E
2 PR *E
3 DT 12,0+/2,12+/40,0+/(Y)OU ARE SIGNED OFF.*E
4 PA 50*E
5 BR SIGNOF*E
6 EA *E
ANSET*E
1 LD 0+/S1*E
2 LD 0+/S2*E
3 LD 0+/S3*E
4 LD 0+/S4*E
5 LD 0+/S5*E
6 LD 0+/C6*E
ANSET1*E
1 BR RR2+/C6+/E+/5*E
2 EPP +/ANSET1*E
3 LD 1+/C9*E
4 LD 0+/C1*E
5 LD B0+/B1*E
6 FN SF+/2+/FR+/B1+/C1+/C11*E
7 LD C11+/C12*E
8 DV 256+/C11*E
```





```

9  MP      256+//C11*E
10 SB      C11+//C12*E
11 DV      256+//C11*E
12 AD      1+//C6*E
13 DV      2+//C11*E
14 BR      EROR1+//C12+//L+//13*E
15 BR      EROR1+//C12+//G+//25*E
16 BR      ER1+//C11+//E+//1*E
17 BR      ER2+//C11+//E+//4*E
18 BR      ER3+//C11+//E+//7*E
19 BR      ER4+//C11+//E+//10*E
20 BR      ER5+//C11+//E+//13*E
21 BR      ER1+//S1+//1*E
EROR1*E
1  DT      30,0+//2,30+//40,0+//(POINT TO THE BOXES ONLY6*E
2  SB      1+//C6*E
3  PA      20*E
4  DE      30+//2*E
5  LD      0+//C11*E
6  LD      0+//C12*E
7  BR      RE*E
8  BR      ER2+//S2+//1*E
9  BR      ER3+//S3+//1*E
10 BR      ER4+//S4+//1*E
11 BR      ER5+//S5+//1*E
EROR2*E
1  DT      30,0+//2,30+//40,0+//(POINT TO THE BOXES ONLY6*E
2  BR      RE*E
ER1*E
1  DE      2+//2*E
2  LD      0+//S1*E
3  BR      ANSET1*E
ER2*E
1  DE      8+//2*E
2  LD      0+//S2*E
3  BR      ANSET1*E
```



```
ER3*E      DE      14+/2*E
  1      LD      0+/S3*E
  2      BR      ANSET1*E
  3
ER4*E      DE      20+/2*E
  1      LD      0+/S4*E
  2      BR      ANSET1*E
  3
ER5*E      DE      26+/2*E
  1      LD      0+/S5*E
  2      BR      ANSET1*E
  3
SIGNOF*E
  1      EN      *E
**END
```











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